DOCUMENT RESUME

ED 087 019 CS 201 000

TITLE	Handbook for First Year Experimental Language Development: Book Three.
INSTITUTION	Queensland Dept. of Education, Brisbane (Australia).
SPONS AGENCY	Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE	May 73
NOTE	295p.; See related document ED 084 916 and ED 056 595
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Booklists; *Elementary Education; *Language Development; *Language Programs; *Language Skills; Perceptual Development; Reading; Second Language Learning; Verbal Ability; Writing

ABSTRACT

This publication completes the first year experimental language development program which has been devised for use with young aboriginal children in Queensland. Two sections of suggested activities are included featuring two themes, transport and travel, and the world around us. Suggested activities include oral use of language units, reading, perceptual skills, and discovery. Summaries are given on the oral use of language and reading and on perceptual skills. Seven appendixes list: special equipment specifications; other equipment; recommended books to read to children; recommended reading books for children; selected reference books for teachers; an index of first lines and titles of rhymes; and an index of language games. (LL)

ED 087019

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

DEPARTMENT OF EDUCATION

QUEENSLAND

VAN LEER FOUNDATION PROJECT

ED 087019

DEPARTMENT OF EDUCATION
QUEENSLAND
BERNARD VAN LEER FOUNDATION PROJECT

HANDBOOK FOR FIRST YEAR EXPERIMENTAL LANGUAGE DEVELOPMENT PROGRAM BOOK THREE

Department of Education,
P.O. Box 33,
NORTH QUAY, Brisbane, 4000.
Queensland, Australia.

MAY, 1973

FOREWORD

This publication completes the first year experimental language development program which has been devised for use with young Aboriginal children in Queensland.

It results from the experimental activities undertaken at the Cherbourg and Palm Island schools and has been assisted by a grant from the Bernard Van Leer Foundation.

The work of the project from its inception has been supervised by a committee consisting of Dr N.W.M. Hart, Miss E.M. Outridge and Dr B.H. Watts. Together with the field staff which at present are Mrs J.V. Bennett, Miss J. Blacklock and Miss J. Koppe, the committee has worked with the teachers, children and parents at the two communities to devise the program now being made available for wider use.

Again I gratefully acknowledge the innovative contributions of Miss Koppe who has been primarily responsible for the compilation of the program. She has been competently supported by Miss Blacklock.

Our office staff, Miss R. Hendriksen and Mrs J. Murray, have also been invaluable members of the team which it is a pleasure to record has received the utmost cooperation from a wide range of persons and organisations including particularly the Department of Aboriginal and Island Affairs in Queensland and the Research and Curriculum Branch of the Department of Education.

It is our earnest wish that the experimental program will prove beneficial to many youngsters, especially the Aboriginal children of Queensland, and perhaps elsewhere.

N. D. Alford

N.D. ALFORD

Director,
Bernard Van Leer Foundation Project,
Department of Education,
Queensland.

BERNARD VAN LEER FOUNDATION PROJECT
HANDBOOK FOR FIRST YEAR EXPERIMENTAL LANGUAGE
DEVELOPMENT PROGRAM - BOOK THREE

CONTENTS

	Page
SUGGESTED ACTIVITIES: BLOCK F - WEEKS 26 - 30	435
SUMMARIES	
(A) ORAL USE OF LANGUAGE AND READING	436
(B) PERCEPTUAL SKILLS	437
1. ORAL USE OF LANGUAGE UNITS	456
2. READING	487
3. PERCEPTUAL SKILLS	505
4. DISCOVERY	517
SUGGESTED ACTIVITIES: BLOCK G - WEEKS 31 - 35	541
SUMMARIES	
(A) ORAL USE OF LANGUAGE AND READING	542
(B) PERCEPTUAL SKILLS	543
1. ORAL USE OF LANGUAGE UNITS	562
2. READING	581
3. PERCEPTUAL SKILLS	600
4. DISCOVERY	614
APPENDIX A	
SPECIAL EQUIPMENT SPECIFICATIONS	639
APPENDIX B	
OTHER EQUIPMENT	643
APPENDIX C	
RECOMMENDED BOOKS TO READ TO CHILDREN	661
APPENDIX D	
RECOMMENDED READING BOOKS FOR CHILDREN	672

Page

APPENDIX E

SELECTED REFERENCE BOOKS FOR TEACHERS 676

APPENDIX F

INDEX OF FIRST LINES AND TITLES OF RHYMES 677

APPENDIX G

INDEX OF LANGUAGE GAMES 687

ACKNOWLEDGEMENTS 692

SUGGESTED ACTIVITIES

BLOCK F - WEEKS 26 - 30

THEME: TRANSPORT AND TRAVEL

The theme, "Transport and Travel", may serve to extend children's interest in a wider social environment. The importance to the children of relatives and friends who live in other centres provides one basis for developing the theme. Because of their families' mobility, some children may be able to share with others their experiences of travelling and of living in other communities. Activities may also develop from children's interest in transport within their community and services which link the community with other centres.

SUMMARIES

(A) ORAL USE OF LANGUAGE AND READING

Theme: Transport and Travel					
Week	26	27	28	29	30
ORAL USE Listening to new units	possessive "s" e.g. Mummy's dress possessive pronoun - my* phrases introduced by "to", e.g. to town to the jetty	possessive pronouns - my his her	use of "has" and "have" present tense, e.g. I have 2 eyes. Barbie has ..	possessive pronoun - your	
Using new units	phrases introduced by "to", e.g. to town to the farm	possessive "s" possessive pronoun - my*	possessive pronouns - his her my use of "the" e.g. the sun		REVISION
READING Language units	is he/she ..? They are	are you/ they ..? (noun) are	name + possessive "s" e.g. Daddy's car Betsy's cat in the water	(noun/ pronoun) can e.g. We can .. Mummy can ..	
Additional vocabulary	car going	my to red	boat	can the	

* "my" may already be used in standard form by many children

(B) PERCEPTUAL SKILLS

(i) Auditory Skills

Non-Vocal Sounds

Recording sounds, some of which relate to the current "transport" theme, during excursions and other activities.

Identifying and discussing those and other related sounds, e.g. a boat anchoring, a rocket countdown and "blast-off".

Listening to tapes of transport and other sounds to find "which sound does not belong".

Vocal Sounds

Listening to and participating in songs, stories and rhymes which stress particular sounds.

Playing the game *"Which Sound Does Not Belong?"* using tapes of both transport and vocal sounds.

Continuing auditory discrimination activities which demand a finer level of discrimination. Small group activities may cater for a range of ability levels.

Playing *"Phonic Circling"* in which any initial sound may be selected for special attention.

The introduction of *Willy Wombat*. Playing the game *"Willy Wombat likes ..."* Taking *Willy Wombat* on a walk and starting his collection, then his book. Continuing activities with previously introduced puppets.

Extending the game, *"Susie Seasnake likes ..."* to include children in the group. For example names of vehicles, depending on the initial sound, may be associated with children or puppets, e.g.

Henry likes helicopters.

Bobbie likes buses, boats and bikes.

Providing children with the increased opportunity to establish relationships between sounds and symbols by:

- preparing summary charts of what each puppet likes following sorting and labelling activities;
- distributing to puppets the "medals" with their own initial letter;

labelling each puppet's property with his or her initial letter;

sorting "Treasure Box" contents in terms of sound and matching things that "belong" to puppets with the appropriate lower case letter card;

writing beside objects in the *"Phonic Circling"* game, the letter which represents the particular initial sound;

using developing sound-symbol associations to predict what a word will be as the teacher writes.

Playing the auditory discrepancy games *"What was Silly?"*, *"Which One is Right?"* and *"Mistakes"*.

Listening critically to connected stories to discover inconsistencies and absurdities;

Playing auditory memory games including following a series of instructions incorporating spatial terms.

Rhyme

Listening to, saying and dramatizing rhymes.

Inventing and completing rhymes, some of which may be recorded in books or on charts.

Re-reading number rhymes to develop recognition of numerals and words.

Playing a version of *"What is it?"* in which rhyme is used as a clue, e.g.

"You sleep in it. It rhymes with 'red'. What is it?"

Developing auditory skills through word matching with strip books of rhyming words.

Playing *"Do They Rhyme?"* as a pencil and paper activity with individual worksheets.

Listening to stories which accentuate rhyme.

Visual

Tachistoscopic Program

Sequencing of shapes (Set B) may be continued.

Matching, tracing and vocal response to projected words may occupy an increasing proportion of time in the visual skills program.

Building and reading sentences constructed by matching cards with successive slides.

Other Training Activities

Continuing familiar visual discrimination, discrepancy, sequencing and association activities with appropriate increase in level of difficulty.

SUGGESTED DAILY PROGRAM - WEEK 26

MORNING TALK	LANGUAGE 1		
	ORAL	READING	WRITING
DAY 1 Henry-finding Henry Henry's horse, Henry's hat etc. Day, weather-"Is it...?" Colour of the day - "...Tommy's shirt" etc. Number of the day (pp.382-3)-encourage generalizations Talk about transport-children's experiences Captions News and chart (perhaps including "he" with lower case "he") Attendance, board (p.387)-"Is Tina here?" etc.	directional use of "to" 1. Discussing questions posed by teacher to provide experience with directional use of "to" e.g. "Where would you go to buy meat/look for gum..?" "How would you go to town/to Bamboo Creek/ to the bottom of the sea"	"car", "he" 1. Discussing advertising brochure for car-captioning picture(s) 2. Associating single word "car" with actual object (pp.355-6) and picture on wall card (p.348) 3. Story-telling through moving picture talk-figures of people,cars, etc. on magnetic board Experience reading record of activity-including use of "he"	1. Adding word "car" to personal word books (p.504) 2. Group and individual activities-"circling" or tracing cards/ worksheets (pp.353-4)-"is", "car", "he" etc.; playing word games reading to teacher etc.
DAY 2 Henry-"Look in Henry's house" etc. Day, weather, birthdays etc. "..Jenny's birthday" Colour of the day-"...Joy's dress","..my shirt" Number of the day-"...5 buttons on Clive's shirt" etc. (pp.382-3) Talk about transport-children's families e.g. "Paulie's Daddy has a motor bike." Captions News and chart (p.456) Attendance, board (p.387)	Inversion, possessive "s" "my" 1. Sorting objects on magnetic board-Mummy's/Daddy's/The Baby's things e.g. "That's Daddy's pipe." "This is Mummy's purse." 2. Parts of the Body (p.462)."..my knees" etc. 3. Question-and-Answer Games (pp.330-1) - "Is.....?"	"is he.....?" 1. Reading sentences with pictures prepared by teacher e.g. "is he big?" (pp.487-8) answering orally and with printed word "Yes"/"No" 2. Child asks question about another picture-orally then in writing e.g. "is he....?" 3. Answering question by another member of the group 4. Talk about question mark	1. Reading worksheet with guidance, answering by writing "Yes" or "No" e.g. Yes or No is he big? is he little? is he a dog? 2. Individual and group activities e.g. word games-"Pairs" (p.352) or "Word Lotto" (p.351) covering words(8d -351) "Word Check"(p.353) word wheels, jigsaws (p.354)

DAY 3 Henry-"Is he...?"-include terms "above","below" Colour of the day - include possessive forms Number of the day Talk-transport theme "Tell Me" Time - e.g. "What goes fast?" "Captions, arrow cards News and chart Attendance-"Is Lionel here?" "She's in hospital" etc.	Inversion, possessive"s" 1."What's in My Hand?/ What's in Her Pocket?" (pp.461,331-2) 2. Question-and-Answer Games (pp.330-1) 3. "Where is Mummy/Daddy?" etc.-one child holds a picture, others guess where character is e.g. "Is she at home?"	1. Manipulating units - constructing and answering questions from previous activity e.g. "is he in a tree? No" 2. Group activities including teacher-guided manipulation of units	1. While some children work with teacher, others write on board or use worksheets or "Word Check" books 2. Free activity including use of word jigsaws and word wheels (p.354) circuit boards, word-picture cards, picture dictionaries, word games on mat
DAY 4 Day, weather etc - "Is it cloudy today?" Colour of the day Number of the day Talk-travel theme- "I'm going ...." Caption picture, re-read captions News and chart "What's Different?" Attendance board (p.387) "Peep-hole"	possessive "s", directional "to" 1. Association activity-objects with people or animals e.g. "The calf is the cow's baby." 2. Responding to directions incorporating "to" e.g. "Jump to the door"-Group chants rhythmically e.g. "He's jumping to the door." (pp.486,459) 3. Miming-transport theme- "I'm/We are going...."	"going" 1. Captioning suitable transport picture e.g. "He's going in a car" "She's going in a plane" 2. Recognition activities particularly with "going" matching "going" card with word in context; "Picking" (p.351) "Rubbing Out" (p.351) matching using strip book (p.115), vocal response	1. Guided writing e.g. "I'm going in a car." -children read story, write one word at a time after watching teacher, then read and illustrate completed story 2. Free activity-some children may read to teacher
DAY 5 Henry -"Is he above the - or below it?" Day, weather, birthdays Colour of the day Number of the day Talk related to theme Captions News and chart (p.456) Attendance, board (p.387)- "more boys or more girls?"	"to..", "they are" 1. "What are they?"(p.331) 2. Discussing pictures (p.327), captioning e.g. "They are in a car. They are going to Brisbane" (p.495) 3. Mime-"What are they doing?" (p.335)	"They are" 1. Classifying pictures or actual objects, pasting on card and labelling "They are round" "They are square" (p.492) 2. Re-reading captions then sentence-making on magnetic board	1. Children fold paper in half, write "They are big" in one section and "They are little" in the other. 2. Drawing appropriate items in each labelled cell 3. Free activity e.g. reading games, "Word Check" (p.353), reading to teacher

SUGGESTED DAILY PROGRAM - WEEK 26

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes which stress possessive "s" (pp.470-3) 2. "Pointing" (p.505) 3. Auditory discrepancy- encourage explanation (pp.510-11) 4. Puppet activities including preparation of an illustrated list summarizing what Susie Seasnake likes (p.506)	1. Rhythmic counting (p.295) 2. Saying, dramatizing number rhymes including "Up in Danny's Mango Tree" (p.473) 3. Constructing sets, comparing number then associating numerals with sets, writing number in the air or on paper 4. Arranging number cards in order- encourage discussion 5. Missing number activity from the board e.g. 1 2 3 . 5 6 6. Using worksheets-missing numbers then ordinal number e.g. "Draw a circle on the second child."	Craft making paper chains 1. Cutting coloured paper streamers into pieces "as long as" a card-board strip 2. Gluing ends of strips to make chains-comparison of length (and number) may be encouraged e.g. "John's chain is longer than Frankie's" Story Listening to story relating to current theme or stressing new language units (pp.483-485)
DAY 2 Visual 1. Visual association e.g. "...baby's/Mummy's/Daddy's things" providing experience with possessive "s" 2. Group tachistoscopic work while others use visual discrimination worksheets, e.g. "Circling" (p.354) or "Hidden Pictures" (p.197)- locating and outlining objects	1. Idea of "equal" shares applied to discrete number a. counting objects and writing number b. sharing objects between 2 children-encourage discussion as children share, including terms "equal","fair" share etc. c. sharing other groups similarly, between 2 or among 3 or 4 children 2. Idea of"equal" shares applied to continuous quantity e.g. sharing an apple, lolly, stick, liquid- children carry out their suggestions and discuss 3. Estimating which of 3 tins (lids on) is "empty"/"full"/ "half-full" of water, then checking visually	Music 1. Moving to music including stretching "up high" with ascending scales, and free movement 2. Singing familiar songs which relate to current theme (e.g. A2, B5) or stress new units (p.480) 3. Learning new song (pp.480,482) 4. Listening to songs or other music which relates to current theme e.g. tape C3

DAY 3 Auditory 1. Saying, listening to rhymes 2. "Build this Picture"(p.367) 3. "Which Word Does Not Belong?"(p.505) 4. Puppet activities including introduction of "Medals" (p.507) and preparation of a list for Mumma Moo (p.506) 5. Rhyming Pairs (p.372)	1. Naming, describing abstract shapes 2. Playing "Similarities and Differences" (p.328) using plane shapes or solids, using terms "longer","thinner" etc. 3. Following directions involving number and spatial terms a. using magnetized figures b. using worksheets e.g. "Find the shortest girl. Draw a flower in her hand."	Outdoor Activities 1. "Are You the Leader?"(pp.333-4) 2. "Counting-out" rhyme (pp.385-6) to decide who is "it" 3. Treasure hunt-while selected child covers eyes, others hide object then, as child searches, give clues involving spatial terms e.g. "You are getting closer" "It's not under there." 4. Singing game e.g."Round and Round the Village"
DAY 4 Visual 1. Visual discrepancy-discussing picture (p.375) 2. Using projected words-responding vocally, matching, writing in air etc.(p.350) 3. Continuing activity with small group-responding vocally, tracing on screen etc. while others use association worksheets involving tracing of path (p.289)	1. Counting activities (pp.522-4) 2. Building "trains" of rods as directed; constructing "equal" trains; "reading" trains e.g. "red and blue and..." (p.524) 3. Seriation of rods-discuss using terms "shorter than"etc. 4. Identifying and locating rods by feel 5. Estimating which rod equals various special trains e.g. 5 red or 2 pink rods 6. Free play with rods-encourage discussion	Dramatic Play 1. Sorting items in dressing-up corner-"Mummy's shoes", "the Skipper's cap" etc. (p.469) 2. Acting roles of shoppers and store-keeper in playstore 3. Free dramatic play or selection of puzzles, books etc. Art Picture or pattern making using coloured paper shapes
DAY 5 Auditory 1. Saying, listening to rhymes 2. Phonic Story Completion Game (pp.505-6) 3. Puppet activities including introduction of Willy Wombat(p.506), "Medals" (p.507) and sorting items for several puppets -"...Pippo's purse" etc. 4. Providing sound effects as familiar story is retold by members of group	1. Saying, dramatizing number rhymes (pp.473,472,262,296) 2. Estimating number using number slides or cards, locating numeral on number line 3. Checking estimates by counting -children write number 4. Group activities e.g. classification then comparison of number using grid (p.383) using cubes, pegs etc. to construct number groups-associating numeral (pp376,385) using number cards (p.295)	Music 1. Listening to "transport" music (e.g. tape C3) 2. Inventing transport song - group decides on words, teacher writes words while group reads e.g. "We are going in a truck We are going in a truck We are going in a truck to see the pigs." children find tune for song 3. Singing familiar songs 4. Moving to music

SUGGESTED DAILY PROGRAM - WEEK 27

MORNING TALK		LANGUAGE 1	
DAY 1 Henry-"Here's Henry" (pp.461,168)-"Here's his hat." Colour of the day - "My dress is red." "Jack's shirt...", "..her ribbon" etc. Number of the day Talk-transport theme Captions (p.495) News and chart- encourage children to bring items to show (p.456) Attendance	ORAL directional "to", possessives 1. Examining pictures- "Where is he/she going?" -use of "to" (pp.460-1) 2. "I Spy"-"..something that is Tom's." "Is it his...?" 3. Playing "What is he/she saying?" (p.461) using picture of baby and adult animals- write direct speech e.g. "He is my Daddy."	READING "my" 1. Recognition activities e.g. finding "my" in sentences, word matching responding vocally, writing in air, taking photo, rubbing out etc. (pp.350-3) 2. Reading teacher-prepared story 3. Group activities including teacher-guided manipulation of units	WRITING 1. While one group reads with teacher, others read then write on board, use worksheets, or read then write and illustrate sentences e.g. Read and Draw my dog is big, my cat is little 2. Free activity-puzzles, book corner etc.
DAY 2 Henry-"Is he in his house?" etc. Day, weather, birthdays Colour of the day - "David's house/his house is red." etc. Number of the day Talk related to theme Caption picture, re-read captions News and chart - use possessive forms if possible (pp.490,456) Attendance	possessive "s","my","his" "her" 1. Parts of the Body (p.462) "These are my feet." etc. 2. Assembling magnetized or other figure (p.463) "Here's her nose." etc. 3. "What's in My Hand?" "What's in His Pocket?" (pp.461,331-2)	"red" 1. Reviewing then adding to "red" book e.g. "That's a red plane." "my train is red" 2. Recognition activities, "red", "my" etc. - matching word "red" with red objects, other activities as for Day 1, above 3. Practice reading e.g. Yes or No a cat is red a tree is red a ball is red	1. Guided writing e.g. "Look at my red car." 2. Reading then illustrating completed sentence 3. Free activity e.g. word jigsaws (p.354) "Naming" (pp.352-3) "Dominoes" (p.352) "Word Check" (p.353) Word Wheels (p.354) book corner materials including picture dictionaries (p.504)

DAY 3 Henry -"Henry's hat" etc. Day, weather etc. Colour of the day- "..my/her dress" etc. Number of the day Talk related to theme Captioning picture Re-reading captions, arrow cards News and chart (p.490) "Peep-hole" (p.171)	"(noun) are" 1. Missing words- "Blocks are..."etc. (p.329) 2. Definitions (pp.334-5) "Clothes are..." etc. 3. Classification activity on magnetic board-constructing sets e.g. of animals, plants, toys, vehicles	"(noun) are" 1. Summarizing classification activity on experience reading chart e.g. "cats are animals","dogs are animals" 2. Re-reading chart 3. Group activities including teacher-guided recognition activities and practice reading (e.g. p.496)	1. While groups in turn work with teacher, others construct sentences with word and unit cards, write stories or use worksheets e.g. "Circling" (pp.353-4) "Yes or No" activity or "Read and Draw" (p.361) 2. Free activity- word games, book corner etc.
DAY 4 Henry-"his horse" etc. Colour of the day Number of the day Talk related to theme Captions News and chart Birthdays, ages etc. Attendance Secret messages (pp.456-7) e.g. "We are going to the boat shed."	directional "to" 1. Moving picture talk-driving car "to town" etc. 2. Memory game- "I went to the circus and I saw ..." (p.462) 3. Following directions e.g. "Hop to the door"(p.459), chanting by group (p.486) 4. Signposts-pointing"to the store" etc., constructing and reading signs (p.466)	"to" 1. Re-reading appropriate captions e.g. "She's going to the store." 2. Recognition activities- "to","my","red","at" "car","is" etc.- responding vocally, matching, rubbing out etc. (pp.350-3) 3. Group activities e.g. teacher-guided practice reading using sentence-structure strip books (pp.276-7)	1. Children read worksheet sentence to teacher e.g. "We are running to school" 2. While one group works with teacher, others copy and illustrate sentence or use "Circling" sheets or cards (p.354) 3. Free activity e.g. using book corner, puzzles, word games, "Word Check" (p.353) word wheels (p.354)
DAY 5 Henry, day, weather "What's Different?" Colour of the day Number of the day Talk about 2 model vehicles e.g. car and bike - basis for game Similarities and Differences (p.328) Captions News and chart	"Are...?" questions 1. Question-and-Answer Games (pp.330-1)- "Are...?" 2. "What are They?" (p.331) 3. Miming-children guess using "Are you..." structure e.g. "Are you a cat?"	"are you/they" 1. Recording guesses from previous activity on experience chart e.g. "are you a cat?" re-reading chart 2. "Yes or No"-reading and answering teacher-prepared sentences e.g "are they cats? are you a man?" 3. Rhythmic reading of "Climb in the Rocket." (p.259),"Is that you?" (p.338)	1. Reading worksheets to teacher 2. While most children complete worksheets, weakest readers play word games with teacher e.g. "Rubbing Out"(p.351) covering (p.351) or locating words (p.353) "Naming" (p.352) 3. Free activity

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Saying, listening to rhymes 2. Briefly reviewing puppets' collections e.g. "Here's Susie's sock, Here's her singlet." 3. Preparing new puppet list (p.506) and reviewing those made previously 4. Distributing medals (p.507) then placing Susie's letter beside "her" things on magnetic board (p.507) 5. "Phonic Circling" worksheets-children name objects then write Susie's letter beside Susie's things	1. Estimating size relationships in terms of proposed fit e.g. "Will Ila's car fit under the cupboard?" (p.520) 2. Checking estimates 3. Set activities (pp.527-8) including idea of "the empty set" and game "Mistakes" (p.528) 4. Group investigation-each of several small groups investigates a given object - noting colour, shape, "feel", size (perhaps measuring or comparing with another object), composition, action (roll, bend etc.) 5. Reporting, demonstrating by each group to class-encourage discussion.	Art 1. Talking about things that belong to the children or things that they have at home 2. Painting pictures related to discussion 3. Dictating captions (perhaps containing "my") then reading captions 4. Sharing paintings in group situation, discussing - "....Cindy's...," "...her..." Singing Game Playing singing game e.g. "Jack in the Box", or "Punchinello"
DAY 2 Visual 1. Visual association activity-pairing pictures and giving explanations 2. Tachistoscopic activities - matching sequence of abstract shapes (Set B) 3. Group activities - some children continue tachistoscopic work while others use visual association worksheets or puzzles 4. Free activity including use of "Same or Different?" cards (p.288)	1. Rhythmic counting stressing even numbers (p.522) 2. Examining number pictures providing natural dichotomy determining if there are "many" (p.525) 3. Group activities e.g. continuing sorting of number cards with teacher guidance - "many", "a few" (p.525); using cubes, number patterns and mats (p.525) - associating numeral (number caps/cards); constructing number groups e.g. of pegs, cubes or beads in boxes; measurement of volume using arbitrary units and comparing capacity of containers to find which hold "the most"; using puzzles, etc.	Music 1. Listening, discussing, moving to music 2. Singing familiar songs, particularly those stressing new units or related to theme (pp.480-2) 3. Learning new song (pp.480-2) 4. Singing, using rhythmic reading chart e.g. song composed by group (see Day 5, p.443) or as listed on p.503 Dramatic Play, Art etc. Free dramatic play using "transport" props e.g. steering wheel fixed to "car" made by group; some children may select art activities or use puzzles

DAY 3 Auditory 1. Saying, listening to rhymes, including some with "Willy's sound" (pp.508-9) 2. Puppet activities including associating items in given class e.g. "vehicles" with various puppets or children (p.506) 3. "Which One is Right?" (p.511) 4. "Do they Rhyme?" (p.515) 5. Completing or inventing rhymes-teacher records on experience chart (pp.512-3)	1. Counting activities including rhymes, use of number ladder and joining in rocket "blast-off" (p.523) 2. Rolling large dice and jumping along number line (p.525) 3. Arranging objects in order, matching sets-using possessive and ordinal terms (pp.458-9) 4. Making pictures for "Number of the Day" using coloured discs or squares-displaying-discussing pictures (p.530)	Art and Craft 1. Creating models-cars, houses, hairy men etc.-using boxes, lids, cotton reels, cylinders, string etc. (pp.535,463) 2. Discussing, labelling some items e.g. "Cheryl's train" Planning Excursion Discussing proposed trip e.g. to the boat shed/garage
DAY 4 Visual 1. Visual association e.g. matching workers with tools of trade-encourage explanation and use of possessive forms (p.460) 2. Tachistoscopic activities - (a) matching single slides - reduce exposure (b) matching sequences (c) continuing activities with small group while others use circuit boards, puzzles etc.	1. Naming shapes then following directions e.g. "Put a square on the second man." 2. Activities with Cuisenaire rods e.g. a. identifying, describing rods e.g. "Black is shorter than orange" b. estimating, checking which rod "equals" given train c. estimating, checking how many rods of particular colour "equal" given rod (p.520) d. estimating, checking whether trains are equal (p.524) 3. building mats (p.525), staircases etc.	Music 1. Describing sounds -"high/low", "soft/loud", "like a train" etc. 2. Moving to music 3. Learning new song (pp.480-2) 4. Singing familiar songs, some with percussion accompaniment
DAY 5 Auditory 1. Producing speech sounds - blowing out candles, "sh! the baby's asleep" etc.- feeling throat, watching in mirror 2. "Rhyming Pairs" (p.372) 3. Puppet activities including "Willy's book", "Medals" 4. "Phonic Circling" worksheet-catching Willy's things, writing Willy's letter (p.507)	1. Counting steps taken from marked point "to the door/Treasure Box" etc. (p.457) 2. Locating number on number line, writing number 3. Rhythmic counting, counting objects e.g. "feet" by 2's (pp.522-3) 4. Number operations using concrete objects and number trains (pp.387,524) 5. Group activities-puzzles, "mats" of cubes (p.525) number worksheets etc.	Making Picture Dictionaries 1. Locating, cutting out, discussing pictures for word books (p.504) 2. Labelling pictures as determined by children, reading labels Outdoor Activities 1. Responding to directions e.g. "Hop to the swings" (pp.459,502) 2. Activities involving numbered stumps, steps, circles, number ladder and line (pp.535-6,524) 3. Physical skills, e.g. ball throwing, circling, jumping (p.535) 4. "Hopscotch" (p.536)

SUGGESTED DAILY PROGRAM - WEEK 28

MORNING TALK		LANGUAGE 1	
DAY 1 Henry-"...in his house" "Medals" (p.507) "What's Different?" Day, weather-"Is it...?" Colour of the day e.g. "...Susan's/his pants." Number of the day- counting; generalizations Talk-travel over/through water, bridges etc. Captions News and chart "Tell Me" Time (p.462) "...something that has wheels"	ORAL "have/has", possessive forms 1. "Parts of the Body" (pp.462-3) ending in rhythmic activities (p.486) e.g. "These are my feet I have 2 feet....." 2. Rhyme-"I Have a Dog" (p.475) 3. "What am I?"(p.464) "I have 6 legs..." etc. 4. "Yes or No"(pp.466-7) 5. Picture Elimination Game (p.468)	READING inversion, "boat" 1. Manipulating units-children construct questions about pictures -orally then in writing e.g. "is she at school?" 2. Answering questions, orally then in printed form, by other children 3. Discussing picture of boat, labelling with single word 4. Recognition activities-"boat","my","boy" etc. 5. Starting experience book or chart about boats (p.496)	WRITING 1. Adding word "boat" to personal word books (p.504) 2. Free activity including "Word Time' (p.504)
DAY 2 Henry-"Here's his....." "Medals" (p.507) Day, weather -"Is it...?" Colour of the day- use possessive forms Number of the day Talk- travel over/through water Captions News and chart-use possessive "s" if possible (pp.490,504) Observing, describing actual animal-"His ears..." etc. (p.457)	possessive forms, "in the..." 1. Naming parts of the body using (a) [illegible] (b) pictures; assembling figure (p.463) e.g. "...in the rain." 2. [illegible], guessing location of jumping bean or small figure e.g. "...under the biggest/middle-sized box" 3. "Tell Me" Time-animals that live in the water	"in the water" 1. Summarizing "Tell Me" Time on experience chart then re-reading (p.492) 2. Manipulating units using pictures on magnetic board e.g. "They are in the water." 3. Group activities e.g. teacher-guided recognition activities, then constructing, reading stories about pictures on magnetic board (p.488)	1. Reading story to teacher e.g. "my dog is in the water". 2. While some children work with teacher, others write and illustrate story or use word-tracing work-sheets (pp.353-4) 3. Selecting activities e.g. "Word Check" (p.353) word wheels, jigsaws and insets (p.354) "Pairs" (p.352) word dominoes (p.352) using book corner

DAY 3 Henry -possessive forms and spatial terms Day, weather etc. Colour of the day Number of the day News and chart - discuss, display items brought by children -use possessives, "has" (p.456) Captions "Tell Me" Time (p.462) e.g. "....that has a handle." "Medals" (p.507)	"have/has" 1. "Yes or No" (pp.466-7) e.g. "Birds have wings" 2. Choose the Right Picture (pp.463-4) 3. "I'm Thinking" (pp.465-6)	1. Reviewing words displayed with illustrations e.g."boat" "man", "red"(pp.348-9) 2. Matching, reading, "picking" words and units (pp.350-1) 3. Labelling illustration of "water"-reading matching word etc. 4. Outdoor activity- (a) following directions e.g. run to Malcolm (b) reading, dramatizing (p.502)	1. Writing in sand or dirt after responding vocally to word cards- "to", "at", "my","red" etc. 2. Number game e.g. throwing seeds into circle - children count, teacher writes score e.g. "John's number is 8"
DAY 4 Henry - "...in his house" "Henry's medal" (p.507) Day, weather-"Is it...?" Colour of the day, recorded on chart - "Julie's dress is blue." etc. (p.490) Talk related to theme Captions News and chart "Tell Me" Time (p.462) e.g. "...that has 4 legs"	possessive "s" 1. Saying, listening to rhymes stressing possessive "s" (pp.472,470) 2. Picture Elimination Game including possessive "s" (p.465) 3. "Drawing Straws" (p.465) 4. Sorting pictures- Mummy's/Daddy's things -label e.g. "That's Daddy's pipe"	name + possessive "s" 1. Re-reading record of preceding classification activity 2. Distributing reading booklets (p.496) completing sentence on each book-"This is..... book" by adding name + possessive "s" as child watches (p.488) 3. Discussing, reading booklet 4. Group activities- teacher-guided practice reading, word games etc.	1. While some children work with teacher, others write on board, use worksheets or construct sentences with word and unit cards and perhaps writing (p.497) 2. Free activity e.g. reading to teacher, using "Word Check" and word/sentence matching stripbooks, reading puzzles, word games etc.
DAY 5 Henry-"Henry's horse" etc. "Medals" (p.507) Day, weather etc. Colour, number Talk related to theme Captions News and chart Attendance-number of boys, girls, children (p.387) "Tell Me" Time (p.462) e.g. "...that has more than 4 legs."	1. Signposts (p.466)- "to....." 2. Picture talk and Question-and-Answer Games (pp.467-8) 3. Missing Words (p.468) 4. Listen and Think (p.469)	1. Rhythmic reading e.g. "...Foxy's Hole"(pp.503, 339) 2. Playing "Here's Henry", recording activity on folding experience book (p.491), re-reading book 3. Group activities e.g. teacher-guided manipulation of units, then "missing word" activity (p.502)	1. While some children work with teacher, others use writing cards-read story then trace or write, advanced children may use "Yes or No" or "Read and Draw" worksheets (pp.361, 502) 2. Free activity-word games, puzzles, books etc.

SUGGESTED DAILY PROGRAM - WEEK 28

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 **Auditory** 1. Saying, listening to rhymes 2. Watching others and self in mirror saying words with "th" sound, e.g. "the", "they", "father" (poke tongue out) 3. Puppets - sorting on magnetic board (pp.283-4), constructing new list (p.507) and reviewing previous lists -"Tottie's things" etc. 4. "Pointing" (p.505) 5. "I Spy" -phonic version (p.282)	1. Building patterns of cubes demonstrating day's number, stating what is observed e.g. "3 and 2 equals 5" (p.525) 2. Using pegboard to make different coloured rows of day's number, discussing then regrouping (pp.528-9) 3. "What's My Number?"(pp.461,332) - after several items children may arrange number cards "in order" 4. "Set" activities (pp.527-8) including experience with number operations, idea of "the empty set" and allocation of additional items to appropriate set, giving explanations 5. "Mistakes"-set ideas (p.528) 6. Worksheets-adding items to sets, discussing (p.528)	**Music** 1. Listening to, describing sounds 2. Answering rhythms using percussion instruments or body percussion 3. Rhythmic reading as children sing "The Tugboat" (A2) - p.503 4. Singing familiar songs 5. Learning new song (p.480) **Art** 1. Making people or other animals by gluing shapes, modelling clay, or creating from rolled newspaper string, cloth scraps etc. (pp.463,535) 2. Displaying, describing figures (p.535)
DAY 2 **Visual** 1. "Construction" (pp.532,373-4) 2. Responding to word slides-vocally and by writing in the air, on paper and tracing on screen, taking "photograph" (p.351) etc. include repeated flashing of some slides as fast-moving activity 3. Matching projected words/units with cards, sequencing to form a sentence 4. Reading completed sentence	1. "Choose the Right Word" (p.537) presenting several actual objects, then verbal reference only 2. Handling, naming, rotating shapes including various types of "triangles" oriented in various ways (p.533)-some shapes may be nailed to wall or post for rotating and matching by children 3. Participating in activities designed to develop shape constancy (pp.533-4) 4. Group and individual activities e.g. making shapes with geoboard or by threading "whole" and "half" milk straws (p.533); constructing number patterns (mats) with cubes - associating numeral; using number and spatial puzzles, worksheets etc.	**Outdoor Activity** 1. Races starting with "One to Get Ready" rhyme (p.296) 2. "Sidedness" activities and terms "right","left" e.g. "Touch your left ear." 3. "Signposts" (p.466) and following directions in oral and printed form e.g. run to the tree. "Jump on a green square." (pp.459,502) 4. Counting number of big steps each child takes to cover, marked distance-recording on chart, discussing 5. Creating number record of people, animals, vehicles passing by suitable point (p.526)-singing while waiting

DAY 3 Auditory 1. Imitating sounds - train, plane, clock etc. 2. Identifying sounds a. taped sounds including vehicles b. playing sound game (p.281) 3. Using strip book with rhyming words-naming, matching, noticing initials, sounds and letters (p.514) 4. "Mistakes" (p.511)	Group Activities Building mats with cubes, stating what is found (p.525), other activities with cubes (e.g.pp.524,. 519); sorting items into sets-containing sets with hoops or cord (p.528), comparing number in sets e.g. using grid (p.383) or by linking (p.530); measuring using arbitrary units e.g. strings of cars, fixed in position and numbered (p.520); using spatial materials, continuing design (p.534), covering shapes etc.	Food Preparation 1. After hand-washing, children begin making gingerbread men - measuring ingredients counting out eyes, buttons etc. (pp.463, 520-1) 2. While gingerbread men are cooking, children may retell story of "The Gingerbread Man" and sing the song (A4)
DAY 4 Visual 1. Visual discrepancy - discussing picture (p.375) 2. Tachistoscopic activities - matching single slides, then sequences (Set B)	1. Rhythmic counting (pp.522,295) 2. Counting by 2's-rhythmic counting (p.522) and counting beads, cubes etc. (p.523) 3. "Odd Socks" (p.526)-making "pairs" counting socks 4. Constructing, describing 2 equivalent magnetized groups of different colours (p.529) 5. Rearranging 1 group-discussing, demonstrating equivalence e.g. linking with magnetic string 6. Using worksheets (p.526) estimating whether numbers are "equal", checking by linking (pp.526-7)	Craft Constructing model vehicles e.g. matchbox trains and large constructions made from cartons, cylinders, plastic icecream containers and lids etc. Some constructions may be covered with pieces of paper and painted with poster colour (p.535) Encourage discussion e.g. "Norman's train is the largest." "We need 4 circles for wheels."
DAY 5 Auditory 1. Saying, listening to rhymes 2. "Same or Different?" (p.505) 3. "Build this Picture" (p.367) 4. Reviewing puppet lists 5. "Rhyming Pairs" (p.372) 6. Playing "What is it?" with rhyme as clue (p.513) 7. Listening to story which stresses rhyme (p.515)	1. Number activities e.g. rhythmic counting, counting by 2's, grouping "shoes" or "socks" in "pairs" (pp.523,526) using number ladder, number line etc. 2. Missing numbers-using written sequence e.g. 3 . 5 6 7 3. Dividing quantities in "half"-using terms "half","equal", "the same" (p.521) 4. Group and individual activities-see previous suggestions	Story and Art 1. Listening to story 2. Discussing story then painting picture or modelling some aspect using plasticine or clay (when modelling, children may experiment with creating designs or objects from long "snakes" of clay or plasticine) Outdoor Games

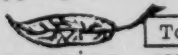
SUGGESTED DAILY PROGRAM - WEEK 29

MORNING TALK		LANGUAGE 1	
DAY 1 Henry Day, weather -"It is Monday." "Is it a cloudy day?" etc. Colour of the day Number of the day - including groups of selected number e.g. pegs on line, bars of cubes News and chart - encourage bringing of items to show group - record on experience chart or caption e.g. "They are tadpoles" (p.495) "Raymond's Possum" (p.494) "Medals" (p.507)	ORAL 1. Detective Game - "They are..." etc. (pp329-30) 2. Reviewing, adding to "They are.." classification cards (p.492) 3. Missing words (p.468) 4. "Yes or No" (pp.466-7) including some "can" items e.g. "Cats can fly." "Mummy can cook"	READING "(noun) can" 1. Watching as teacher presents more "Yes or No" items, this time in printed form e.g. "dogs can run" "trees can run" 2. Reading items aloud, answering orally and with "Yes" or "No" card 3. Recognition activities, particularly with "can" include labelling of object which children call "can" e.g. soft drink can 4. Group activities	WRITING 1. While some children read with teacher, others use worksheets e.g. writing words under pictures (p.503) - less advanced children may use work-sheets involving one word only (pp.363,354) 2. Free activity - some children read "take-home" cards (p.189)
DAY 2 Henry - possessive, spatial terms "Medals" (p.507) Day, weather, birthdays, ages -"I'm six" etc. Colour of the day - "Deanna's beetle is blue" ".....her blue buttons." Number of the day - identify number, write in air, clap etc. Talk e.g. people who make cars, fix engines Captions News and chart "Tell Me" Time (p.462)- "...tha has fur/feathers/ scales"	directional "to" 1. Picture talk using contrasted pictures-questioning to elicit directional "to" (pp.460-1) 2. Signposts (p.466) 3. Using maze overlays on magnetic board, children move people or vehicles, tracing paths "to" various places (p.460) 4. Following directions e.g. "Point to the ceiling" "Fly to the book corner." 5. Rhythmic activities - moving, chanting e.g. "Jump to the door..." (p.486)	"can", "We can..." 1. "What is he saying?" discussing pictures, suggesting direct speech then reading speech added by teacher as dictated e.g. "We can make boats" "We can swim" (pp.461,359) 2. Brief recognition activities "to","can" "is","are" etc.- including, reviewing of wall pictures illustrating words (pp.348-9) "Picking", "Which One Went Away?" (p.352) etc. 3. Group activities e.g. teacher-guided manipulation then writing of stories (pp.497,487)	1. While some children work with teacher, others write words under pictures (pp.503,363) or use "Circling" cards or sheets 2. Checking worksheets, cards with teacher 3. Free activity e.g. "Word Check", word-matching strip books, word wheels, dominoes, jigsaws, book corner

DAY 3 Henry Day, weather Colour of the day - record on chart (p.490) Number of the day News and chart Talk-health topic e.g. about ears Caption picture, re-read captions Attendance, "Medals"	possessives, "(n/p) is/are" 1. Picture Elimination Game (p.465) 2. Sequences (p.168) "This is..." etc. 3. Parts of the Body - "...my shoulders", "...his shoulders" etc. (pp.462-3) 4. Rhythmic activities stressing "is","are", plural "s" (e.g. pp.486, 346)	"the" 1. Rhythmic reading of "Daisy, daisy" (p.478)- forming daisy with hands 2. Labelling "the sun" and "the moon" in pictures (p.349) 3. Recognition activities, "the"-responding vocally (tongue out), tracing word written on sandpaper (p.350), writing in the air, taking photo, matching etc.	1. Individual and group activities e.g. writing on board, reading books, using word wheels, "Word Check", word dominoes and jigsaws, strip books, playing "Pairs" etc. (pp.350-6) 2. Free activity including "Word Time" (p.504)
DAY 4 "What's Different?" Henry -"Is he....?" Day, weather Colour of the day Number of the day News and chart Captions, arrow cards Attendance Talk-examine actual vehicle, name parts, notice shapes etc.	1."Drawing Straws"(p.465) "Jack's piece is the longest" etc. 2. Choose the Right Picture (pp.463-4) 3. "Yes or No"-pictures used as basis for some items (pp.466-7) 4. Detective Game -"What are they?"- written answers stressing plural "s" (pp.329-30)	1. Re-reading records of classification e.g. "That is a..... That's a.... They are....." (pp.496-7) 2. Recognition-repeated flashing of projected words-responding vocally writing in the air, taking photo etc.(p.350) 3. Small group-continuing activity with teacher then practice reading (pp.495-501)	1. While one group at a time works with teacher, others use worksheets or cards e.g. "Circling" or tracing (p.354), or "Read and Draw" (p.361) Advanced children may construct then write own story (p.497) 2. Free activity- word games, puzzles etc.
DAY 5 Henry-"Is Henry in his house?" Day, weather-"Is it...?" Colour of the day- song "Mary Wore a Red Dress" (M1) Number of the day Talk related to theme e.g. relatives' travels Captions News and chart Detective Game, arrow cards (pp.256, 270) "Medals" (p.507)	1. Rhymes stressing new units (pp.468-480) 2. Descriptions (p.461) e.g. describing mythological characters such as a Junjidee or Hairy Man- "...his eyes..." 3. Similarities and Differences using pairs of pictures in book- discussing, captioning (p.491) 4. "Tell Me" Time-",... something that can run."	"(noun/pronoun) can" 1. Summarizing "Tell Me" Time on experience chart e.g. "a lizard can run. a man can run...." 2. Re-reading chart then locating "can" matching word in context using word card 3. Groups in turn with teacher-manipulating units, then completing "missing word"items (p.502)	1. Reading story on board, worksheet or card 2. Copying or tracing story 3. Free activity- word games, puzzles, book corner etc.

SUGGESTED DAILY PROGRAM - WEEK 29

PERCEPTUAL SKILLS	DISCOVERY	OTHER
DAY 1 Auditory 1. Identifying, discussing taped sounds 2. "Which Sound Does Not Belong?" 3. Saying, listening to rhymes 4. Puppet activities-sorting on magnetic board (pp.283-4) constructing new list (p.507) and reviewing previous lists 5. "Phonic Circling" worksheet-writing puppet's letter beside pictures (p.507)	1. Counting activities including number rhymes 2. Building patterns of cubes demonstrating day's number, stating what is observed e.g. "4 and 4 make 8." "8 is bigger than 3."(p.525) 3. Activities contributing to conservation of number- include linking of magnetized figures (pp.528-530) 4. Estimating involving number relationships (pp.519-520) 5. Group and individual activities e.g. finding "heaviest", and "lightest" of several objects-estimating, checking with balance (p.519), number operations using shells, cubes etc. on mat, with teacher guidance (p.520);number cards (p.295)	Free Activity Participating in preparation of blocks for printing-gluing to wood or heavy card items such as seeds, lengths of string, pieces of polystyrene or plastic foam; Using puzzles, book corner, number equipment etc; cutting pictures from magazines to illustrate spatial concepts (p.536) Story 1. Listening to discussing "discovery" story (pp.538-6) 2. "Think of a Word" (p.537)-Items related to story
DAY 2 Visual 1. "Which Two are the Same?" (p.611) - increasing fineness of discrimination required 2. Reconstructing a linear arrangement of shapes 3. "Construction" (pp.532,374)	1. Reviewing sorting-"many"(lots), "a few" (p.525) 2. Group activities e.g. constructing mats using cubes-teacher encourages stating of relationships (p.525) constructing rod mats by making trains of "equal" length (p.524) teacher-guided counting, synchronizing pointing and saying number-using number trains, selecting numerals (p.527) copying patterns constructed from coloured shapes and extending patterns (p.534) playing dice game (p.525) selecting puzzles etc.	Music 1. Singing favourite songs 2. Referring to a rhythmic reading chart as one song is sung 3. Learning new song 4. Relaxing, closing eyes and listening to music Paper Folding and Cutting 1. Listening to rhymes, "Snip, Snip, Snip" (p.475) 2. Paper folding, cutting-predicting discussing number, shape 3. Experimenting further with paper folding and cutting or using shapes as templates to draw around, then cut out pictures (p.533)

DAY 3 Auditory 1. Saying rhymes-some with Willy's sound 2. Puppet activities-Medals, lists (p.507) etc. 3. Completing rhymes (p.513) 4. Playing "What is it?" with rhyme as clue (p.513) 5. Using strip book with rhyming words- naming, matching, noticing initial sounds and letters (p.514) 6. Listening to story which stresses rhyme (p.515)	1. "Tell Me" Time-"..things that are yellow/heavy" etc- producing rapid flow of ideas (p.517) 2. "Similarities and Differences" pairs of cylinders etc. (p.518) 3. Listening to rhyme "Dogs"(p.518) 4. Rhythmic counting, counting by 2's, e.g. socks on clothesline, children's hands, "feet", ears etc. recording on experience chart (pp.523,526) 5. Free activity-constructing number patterns, floor mosaics, using puzzles etc.	Outdoor Activities 1. "Signposts" (p.466) 2. Vigorous rhythmic counting (pp.522,295) 3. Responding to directions in oral and written forms (pp.459, 502) 4. Drawing shapes in dirt a. copying displayed shapes b. drawing nominated shapes 5. "Pigs Fly" (pp.462,31-2) 6. Activities involving seriated stumps etc. (pp.535-6)
DAY 4 Visual 1. Responding vocally to repeated flashing of word slides-also writing some words in the air, on paper, trace on screen or word written on sandpaper with crayon 2. Watching teacher begin to write one of the words previously flashed, using developing sounds-symbol association to predict the word as it is written (pp.507-8)	1. Sorting, naming magnetized shapes 2. Comparing number-by linking or alligning (p.524), including use of grid (p.383), then associating numeral 3. Seriation-arranging magnetized figures "in order" -discussing 4. Attempting to find a second way of arranging figures "in order" (pp.378-9) 5. Seriating towers of cubes-arranging, discussing, number relationships (p.519)-using ordinal terms of reference (p.519)	Art and Craft Experimenting with block printing (See Day 1, p.454) Beginning cooperative development of a "where" creation, with spatial labels attached as suggested by group (p.536) Drama Dramatizing a favourite story - discussing, props-"...his boots" etc.
DAY 5 Auditory 1. Increasing awareness of Tottie's sound and letter at end of words e.g. (a) saying rhymes "Daddy's Hat" (p.512) and "Rat-a-tat-tat" (p.127) then rhythmic reading of same rhymes b. using word-picture cards name picture, decide if Tottie's sound at end, then check word for Tottie's letter c. using rhyming strip book (p.514) 2. "Do They Rhyme?" worksheets (p.515)	1. Counting activities-rhythmic counting, matching numerals with groups, "pairing" socks (pp.523, 526) and counting by 2's etc. 2. Number rhymes including counting by 2's (p.512) 3. Playing "Choose the Right Picture" (pp.518,463-4) responding to terms of size, shape or number 4. Making pictures for "Number of the Day", using coloured discs, or squares-displaying, discussing pictures (p.530)	Outdoor Activity 1. Looking for "long" leaves and "wide" leaves 2. Tagging of each child's leaf e.g.  Tony's leaf 3. Discussing, comparing leaves - using possessives, comparatives and superlatives (p.458) Art and Craft Contributing to spatial frieze(p.537) or making crayon leaf rubbing-placing large leaf under paper and applying crayon

1. ORAL USE OF LANGUAGE UNITS

(a) Listening Experience

Possessive forms used by many Aboriginal children which compete with the S.E. possessive "s" marker and with the pronouns "his" and "her" are among the constructions which have been found most resistant to change. By contrast, the possessive "my" is already used by most children.

Listening experience in the use of new language units may be provided as suggested previously, e.g. through listening units, tapes of children's language, stories, language games and the teacher's own language. It is expected that extensive listening experience with the possessive "s" and with "his" and "her" will be required over a considerable period.

(b) Informal Discussion

Many opportunities for providing experience with possessive pronouns and the possessive "s" will arise during informal discussion. Situations may include distribution of materials, the returning of property to owners, examining of objects displayed by children, admiring of children's creations, acknowledgment of birthdays, and "turns" in various activities, e.g.

"Here's Vincent's book."
"Is this her ribbon?"
"It's my turn next and then it will be Allan's turn."

During news time, references by children to possessions or to members of their families may arise. Practice in the use of possessive forms and the construction "(noun/pronoun) have/has" may result as further discussion is encouraged. Often, the new forms may be written on news charts after being used orally by children, e.g.

"Stafford's Daddy has a motor bike. Stafford went for a ride on it."
"Violet can bath her baby brother. He likes kicking in his bath."
"Carmelia's sister went to Brisbane. She went on the bus."

"Secret messages" may contain language structures which are currently being stressed, e.g. "to ...", use of "the" and possessive forms in the following:

We are going to the boat shed.

Informal Discussion (cont.)

Stafford's Daddy is bringing his bike to show us.

During discussions relating to transport and travel, the teacher may lead children to use possessive forms, e.g.

Teacher: *Who has a boat?*

Child: *Charlie daddy.*

Teacher: *Charlie's daddy? Has he? Tell me about his boat.*

As travel experiences of the children or members of their families are discussed, directional use of "to" may arise, e.g.

Child: *'e bin go town.*

Teacher: *He went to town? Let's all say it.*

All: *He went to town.*

Descriptions of people or other animals may provide experience with present tense usage of "has" and "have". As children describe, they may be encouraged to use possessive forms, e.g.

"His ears are long."
"His fur is soft."
"He has a long tail."

Measurement and comparison of size provide opportunities for practice of possessive forms, e.g.

"We need three jars of water to fill Brian's tin."
"My foot is longer than her foot. Her foot is shorter than my foot."

Practice in the directional use of "to" may be given as children pace out distances, e.g. "*to* the door", counting their steps.

Through a similar activity, concepts of time may be developed. While one child runs, e.g. "*to the* gate, then back *to* us", count may be kept of some action which a member of the group carries out at fairly regular speed - perhaps transferring pegs from one peg board to another.

Informal Discussion (cont.)

During outdoor activities, children may be asked to collect certain objects, e.g. *"a straight stick, a smooth round stone, and a wide leaf".*

As collections are inspected, discussion involving the use of possessive forms and "(noun/pronoun) have/has" may be encouraged. Listening experience in the use of "the" preceding superlatives may also be provided, e.g.

"Peggy's leaf is the widest."
"Warren has a pink stone."

Having completed *seriation* activities, children may sometimes review an arrangement, e.g.

"Jamie's bridge is wider than Darwin's."
"Darwin's bridge is wider than Anthony's."
"Anthony's bridge is wider than John-Paul's."

Comparison of number may involve use of possessive forms as well as the language unit "(noun/pronoun) have/has", e.g.

"There are six tadpoles in Averil's bottle.
Kurt caught four in his bottle.
Averil's bottle has more tadpoles
than Kurt's bottle."

Counting activities and generalizations involving number (p.382) provide similar opportunities, e.g.

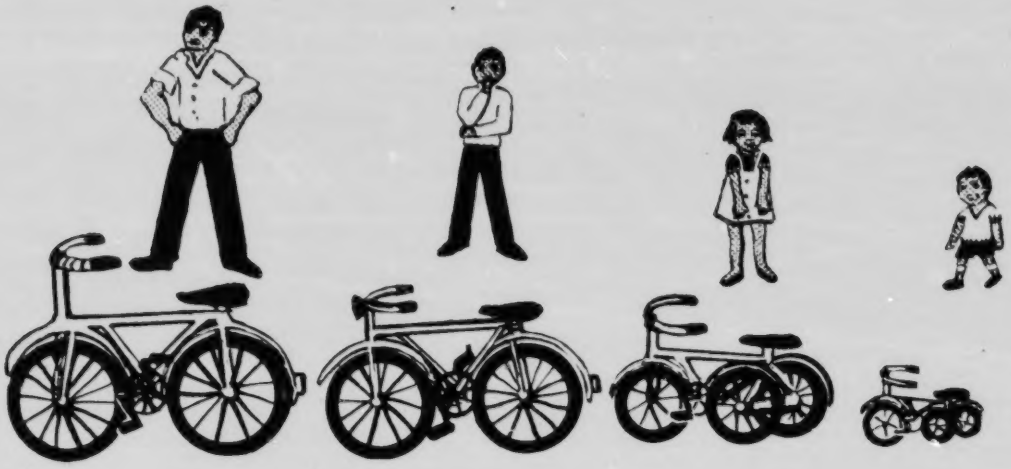
"This cat has three kittens."
"Cows have four legs."
"Triangles have three sides."

Practice in the use of possessive forms may be provided during *one to one correspondence* activities, particularly when matching is not based on number alone, e.g.

toys with children of appropriate ages;
shirts with men and boys;
prizes with competitors in a race
("best" prize for "first").

Language similar to the following may occur during matching -

Informal Discussion (cont.)



"That's the father's bike."
"This is his bike."
"The little boy has the smallest bike.
His bike is smaller than the little
girl's bike."

Following directions may provide practice with new language structures and with spatial and number terms. As well as carrying out directions, children may be encouraged to state what was done and discuss the actions, e.g.

Teacher: *Hop to the door.* (pause)
Where did Stella hop to?

Child: *'e go door.*

Teacher: *She hopped to the door. Yes.*
Let's all say it.

As children respond to directions, various materials may be used, e.g.

magnetized figures

"Point to the third child.
Put a triangle on her box."

other concrete objects

Teacher: *Put half of these shells on Betsy's table.*

Teacher: *What did Christine do?*

Child: *She put three shells on Betsy's table.*

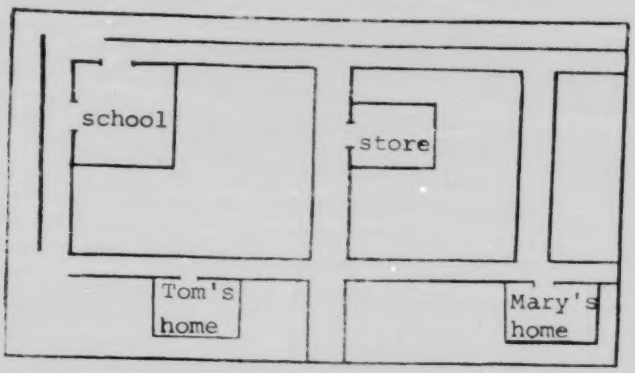
Informal Discussion (cont.)

worksheets

"Point to the tallest man.
Draw a hat on his head."

"Mark the animals that have horns."

Mazes may be prepared on paper overlays for use on the magnetic board. Oral practice in the use of "to" may be provided as children move magnetized figures or vehicles and discuss the "shortest" path between two points. Tracing of paths on prepared worksheets may contribute to the development of manipulative skill (p.289), e.g.



Visual association exercises, e.g. matching workers with tools, provide opportunities for the practice of possessive forms:

"That's the dentist's little mirror."
"That's her typewriter."

[d] Picture Talks

Pictures which contribute to the development of the theme, "Transport and Travel", may be among those discussed by children. A supply of advertising materials from manufacturers of cars, trucks and boats, and from transport companies, particularly air and shipping lines, may prove to be useful for discussion and for classification activities. For other suitable pictures, refer to "Equipment Appendix", p.644.

As well as pictures relating to the theme, teachers may select pictures which lend themselves to practice of new language structures. Questioning by the teacher may stimulate speculation as to where various characters or vehicles are going or have been, providing practice in the use of directional phrases introduced by "to". Pairs or sets of contrasted pictures may sometimes be discussed in this way and then captioned, as suggested by the children, e.g.

Picture Talks (cont.)

"They are going to the post office."
"They are going to the pictures."
"These are the boy's clothes."
"These are the girl's clothes."

The activity, *"What is he saying?"*, may be continued as suggested previously (pp.24-5). Direct speech suggested by children may sometimes contain structures to be given special attention. The writing of captions may give added prominence to new structures, e.g.

(d) Language Games

New language games as well as familiar ones, sometimes in modified form, may provide experience with selected language structures. The following games are suggested -

Program page	Language Game	Type of Language Outcome
		possessives - 's, my, his, her
328	*Here's Kathy's hat.*	Here's Kathy's hat. Here's his horse. He's in his house.
329	*Here's Tessie*	Here's Tessie's tin. Here's her cable.
331-2	*What's in My Hand?/ What's in her Pocket?*	... in my hand. ... in her/his/Jack's pocket.
332	*What's My Number?*	... my/his/her number? Carmie's number is bigger than Cindy's.
334, 292	*Descriptions*	His teeth are sharp.

Language Games (cont)

Program Page	Language Game	Type of Language Outcome
		possessives - 's, my, his, her
335	*Discrepancy*	The watch is on his leg.
368-9	*Phonic Circling*	Find *Googa's* things.
283-4	and puppets' use of dictionaries	These are *Henry's* things.
		(noun/pronoun) have/has
328	*Similarities and Differences*	They both have four sides. This one has ...
80	*"Tell Me" Time*	... something that has wheels.
373-4	*Construction*	It has three points.
382-3	*Number of the Day*	Bees have six legs.
		directional phrases introduced by "to"
166	*Mummy Went to the Store/ I Went to the Circus/ Hospital/Rodeo*, etc.	Mummy went to the store ... I went to the rodeo and I saw ...
33-4	Plurals Activity	Run to ... "tree".
		theme
31-2	*Pigs Fly*	Speedboats go fast.

Parts of the Body (pp.168-9)
(Language: possessive pronouns "my", "his", "her" and possessive "s")

Naming parts of the body, either their own or those in pictures*, affords children practice in the use of possessive pronouns "my", "his" and "her", e.g.

* The set of charts entitled *English Around the World* (Scott Foresman, 1970) includes an excellent picture for this game.

Language Games (cont.)

"This is my chin."
"These are my feet."
"This is her face."
"These are his shoulders."

As children locate parts of the body in response to the teacher's directions, awareness of the possessive "s" may be increased, e.g.

Teacher: *Show me the boy's mouth.*

Teacher: *Good. Tell me about it.*

Child: *That's 'e mout'.*

Teacher: *That's his mouth. Yes. Let's all say it.*

All: *That's his mouth.*

Assembling of magnetized figures or completing jigsaw or inset puzzles provides similar practice. Creative work of many types may also be undertaken, e.g. painting or making collage figures, combining geometric shapes, modelling in plasticine, clay or papier mache, creating dolls, puppets or other figures from scrap material - cotton reels, cardboard rolls and boxes, rolled newspaper, pipecleaners, rope, pieces of wood.

A favourite related activity, providing experience in language and with mathematical ideas, is the modelling and cooking of gingerbread men or other figures.

Choose the Right Picture
(Language units: phrases introduced by "to"; possessive "s" and possessive pronouns: [noun/pronoun] have/has; previously introduced units)

In response to the teacher's spoken language, children may select the correct picture from among several, depicting either scenes or individual objects. The teacher's language may provide experience with selected language units. Consecutive items may sometimes be in contrast, e.g.

Series 1 (Refer to Item 1 p.464)

BLOCK F

Language Games (cont.)

1. (a) The little boy is running to his father.
   (b) The little boy is running after his father.
   (c) The little boy is running beside his father.

2. (a) Mummy is holding her bag.
   She is going to the store.
   (b) Mummy is holding her bag.
   She is going home from the store.
   (c) Mummy's bag is on the table.

3. (a) The children are going to school.
   (b) The children are going to the creek.
   (c) The children are going to town.

4. (a) The little girl cut her finger.
   (b) The little girl cut her toe.
   (c) The little girl cut her knee.
   (d) The little girl has a cat on her head.

5. (a) This vehicle has three wheels.
   (b) This vehicle goes faster than the jeep.
   (c) This vehicle has four wheels. It can carry more people than the other vehicles.

"Who am I?", "What am I?", "What is it?", "What are they?"
(Language: [noun/pronoun] have/has; possessives; phrases introduced by "to" and other units)

Using items which provide practice with selected language structures, these guessing games may be played as suggested previously (pp.27-30; 169; 170; 329-331), e.g.

I have six legs.
I have wings.
I am smaller than a butterfly.
My house is called a hive.
What am I?

I have lots of tools for doing my work.
I have a saw for cutting wood.
I have a hammer for banging in nails.
I have a drill for making holes in wood.
Who am I?

It's small and round.
You might find it in Daddy's pocket.
Mummy might have it in her purse
when she goes to the store.
What is it?

Language Games (cont.)

This is made of felt.
It is something that Daddy wears.
He wears it on his head.
What is it?

I'm thinking of something that is Benny's.
It's on his table.
It has a stripe around the middle.
What is it?

Picture Elimination Game (pp.29-30)
(Language: possessive "s"; pronouns "my", "his", "her"; [noun/pronoun] have/has; phrases introduced by "to")

When this game is played as suggested previously, clues given by the teacher may contain new language units, e.g.

"It would fit into Daddy's pocket."
"Mummy might wear it around her neck."
"You need it when you go to the store."
"When you go to the hospital you see it."
"It has a lid on it."

"Drawing Straws"
(Language: possessive "s"; pronouns "my", "his", "her", definite article associated with superlatives)

This traditional game may be played to provide experience with new language units and with terms of size, particularly comparatives and superlatives, e.g. "longer", "shortest".

Children may take turns as leader, collecting grass stems or other suitable material. The tops of the stems having been aligned, each child selects one. Discussion may be encouraged as children make comparisons of length and locate the "winner", i.e. the child with "the longest" stem, e.g.

"His piece is longer than mine."*
"Janie's piece is the shortest."*

"I'm Thinking" (p.32)
(Language unit: [noun/pronoun] have/has)

In this game, children nominate objects located within a given class (p.34). The following items, some of which are related to the theme, are suggested -

---

* Refer to lengths as "pieces" or "bits" as the use or omission of the possessive is not clear when followed by a word beginning with "s", e.g. *"John's straw"* could be *"John straw"*.

Language Games (cont.)

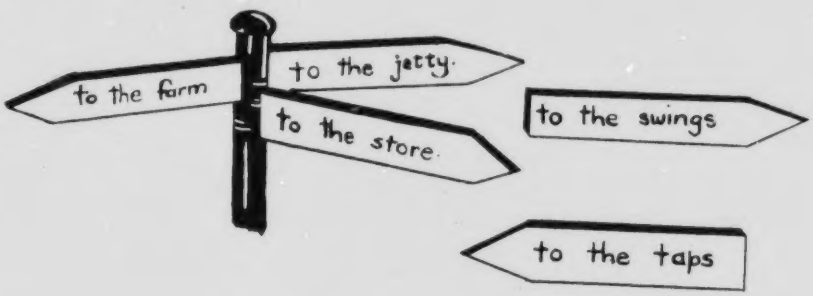
"I'm thinking about ..."

a vehicle
a vehicle that has two wheels
a container
a container that has a lid
an animal that has four legs
a vehicle that is bigger than a truck
a shape that has three straight sides
something that floats
something that travels through the air

Signposts
(Language unit: phrases introduced by "to")

To provide experience with directional phrases introduced by "to", children may play games with signposts. After pointing the way "to the jetty" or "to the store", children may suggest labels which they would like included on a permanent signpost. As the labels are "read", children may turn themselves into signposts, pointing the way to various places in their community or beyond.

In addition to the use of large signposts, small signs may be attached to walls or posts around the school. Both in suggesting and later reviewing their signs, children may gain experience in the use of "to ...", e.g.



"Yes or No"
(Language units: [noun/pronoun] have/has; possessive "s"; pronouns "my", "his", "her"; phrases introduced by "to")

Children may listen to a series of statements after being warned that some may not be true, e.g.

Language Games (cont.)

Birds have four legs.
Dogs have four legs.
Boats fly in the air.
Trucks have wheels.
Cats have whiskers.
If you are sick, you go to the hospital.
If you want some meat, you go to the baker's shop.
A cow's baby is called a chicken.
A horse's baby is called a foal.
A kangaroo's baby is called a joey.
The kangaroo carries her baby in her pouch.
A chicken's baby is called a hen.
A cat uses her tongue to wash herself.

A picture may sometimes be used in this game, children studying it carefully as they listen to the teacher's statements, e.g.

The little girl is cleaning her teeth.
The boy's boat is bigger than the girl's boat.
She's running to her mother.

As well as answering "Yes" or "No", children may be encouraged to comment on statements, particularly those that are false.

Question-and-Answer Games
(Language: new and previously introduced structures)

A series of pictures may be displayed and discussed before being used in some question-and-answer games. Rhythmic group responses (pp.330-1) or answers by individual children may be given to items of the following type -

Leader: *Who went to town?*
Group: *The girls went to town.*
Leader: *Who went to the creek?*
Group: *The boys went to the creek.*
Leader: *Who crashed his bike? ...*

Games involving spatial ideas may also provide practice with new units, e.g.

Leader: *Where are her feet?*
Group: *Her feet are on the triangle.*
Leader: *Where are his feet?*
Group: *His feet are on the circle.*
Leader: *Where are her hands?*
Group: *Her hands are on the square.*
etc.

Language Games (cont.)

or - *Leader:* *Where is the rectangle?*
Child 1: *The rectangle is on Jenny's table.*
Leader: *Where is the circle?*
Child 2: *The circle is on Harold's table.*
etc.

Missing Words
(Language: new and previously introduced structures)

Missing word items consisting of individual sentences or of connected stories may be used. Some of these may be familiar stories which the teacher retells or they may be stories based on pictures. Whereas children may initially be required to provide only a single word to complete an idea, as they become more experienced in the use of a new construction, a phrase rather than a single word may be supplied, e.g.

(a) *Mummy's hat is on her ...*

(b) *Mummy's hat is ...*

A. individual items

The little boy is brushing his ...
The girl is washing her ...
Daddy's money is in his ...
Mummy's money is in her ...
He's putting marbles in his ...
She's brushing her hair with ...
He hurt his leg so he's going to the ...
She wants some fruit so she's going ...
We could go to the moon in a ...
We could go to Townsville/Brisbane in a ...
Dogs have puppies but cats have ...
Cars have wheels but people have ...
A possum has fur but a bird has ...
A man has arms but a fish has ...
Cliffie's pants have a zip but his shirt has ...

B. connected stories

One day Frankie said, "I'm going to the farm to see the brown cow's new calf." It was a cold morning so Frankie put on his ... As he walked along the road, he saw Harry. "Hello, Harry", he said. "I'm going ... to see the brown cow's new ... Will you come with me?"

Language Games (cont.)

"Listen and Think"
(Language: new and previously introduced structures)

After listening to a brief story, sometimes only one or two sentences, children may be questioned about the meaning, and asked to make inferences, e.g.

A. *"Matilda cut her foot on a broken bottle."*

1. What happened to Matilda?
2. Did her foot bleed?
3. What do you think Matilda did next?

B. *"Bobbie ran to the store to get some matches for his father."*

1. Where did Bobbie go?
2. What did he get?
3. Who wanted the matches?
4. Do you think Bobbie took a long time?
5. Why do you think Bobbie's father wanted the matches?

Drama
(Language: possessive forms, phrases introduced by "to")

During dramatic play, children may make preparations for trips and dramatize travel and sightseeing. The supply of props available in the dressing-up corner may be supplemented. Labelling of these items may sometimes be revised by the children, e.g.

Mummy's handbag
Daddy's tools
the driver's cap
tickets and luggage labels
food containers - Daddy's mug
Mummy's mug

Children may also dramatize familiar stories or those which they invent themselves, or situations suggested by members of the group. As they do so, opportunities for practising the directional use of "to" will arise. Allocation of roles may provide experience with possessive forms, e.g.

"They are going to the bottom of the sea in a submarine."
"She's the mother and Jason is her baby."

During outdoor activities, children may sometimes enact a situation or mime a role suggested by the teacher, e.g.

Language Games (cont.)

Be Daddy when he's doing his work.
Be Daddy when he's riding his bike/horse.
Be a pilot who is flying his plane to Townsville/ Brisbane.
Be a cow who has lost her calf.
Be the calf that is looking for his mother.

(e) Poems, Songs and Stories

Poems, songs and stories which either provide experience with new language units or contribute to the development of the theme, "Transport and Travel", may be included. Familiar rhymes are among those which are suggested -

Rhyme	Page	Rhyme	Page
possessive "s"			
Henry's House	64	*I Stir My Pudding*	194
Rat-a-tat-tat	127	*Put Your Finger in Foxy's Hole*	339
Here is Daddy's Razor	174	*Piggy on the Railway*	339
Tottie Turtle	194	*Molly the Cow*	340
possessive pronoun - "my"			
My Nose	36	*Rat-a-tat-tat*	127
My Motor is Humming	36	*My Daddy*	172
Can Anyone Tell Me?	37	*This is My Saucer*	173
I'm Looking in the Mirror	37	*My Skin is Green*	260
I Like Cake	38	*Look at Me*	286
I Sit on the Ground	38	*What Do You Suppose?*	286
My Hands	64	*The Broken Chair*	286
The Boys and Girls ..	109		

Rhyme	Page	Rhyme	Page
possessive pronoun - "his"			
Simon Snail	64	*What's Become of John Boy?*	175
Henry's House	64	*I Saw a Slippery Slithery Snake*	285
Tommy the Cat	127	*The Seagull*	337
Here is the Emu	174	*Poor Little Puppy*	369
possessive pronoun - "her"			
Singing Songs	64	*Cluck! Cluck!*	263
Little Arabella Miller	65	*The Pocket*	339
Tottie Turtle	194	*Little Bo Peep (traditional)*	-
I Like Gumleaves	263	*Little Miss Muffet (traditional)*	-
phrases introduced by "to"			
Trees in the Wind	64	*Kangaroos*	139
Where are You Going?	128	*My Mother*	172
Who's that Knocking?	128	*Climb in the Rocket*	259
Ladder Climbing	128		
(noun/pronoun) have/has			
I Have Ten Little Fingers	202	*The Pocket*	339
A Bird has Two Legs	296		
use of "the"			
Trees in the Wind	64	*I Like to Stay at Home*	339
Rain on the Roof-top	128	*Let's Be Firemen*	340
Bang Goes the Hammer	127	*Put the Popcorn in the Pan*	369
Grubs in the Grass	285	*Roll Over*	386
I'm Peeping Through the Railings	337		
The Seagull	337		

Poems, Songs and Stories (cont.)

Rhyme	Page	Rhyme	Page
	content		
Watching	38	*This is the Sun*	173
The Train	127	*Climb in the Rocket*	259
This is the Ship	173	*You are So Fast*	336-7

Suitable new rhymes include:

See the baby's cradle,
Rocking to and fro;
Listen to my lullaby,
Soft and sweet and low.

(Language unit: possessive "s")

The Ball

Baby's ball is big and round,
See it bounce upon the ground.
Baby is so very small,
But very big is baby's ball.

(Language unit: possessive "s")

Who took the glue from Phillip's table?
Who has the bottle of glue?
Here it is on Emily's table.
Will she lend her glue to you?

(Language: possessive "s", her, pronoun has)

Flowers are yellow
And flowers are red,
Frost is as white*
As an old man's head.

(Language unit: possessive "s")

Big shirts and little shirts
Are hanging on the line.
Three of them are Johnny's,
Three of them are mine,
Three of them are Daddy's,
And that makes nine.

(Language: possessive forms)

I kiss my Mummy very slow,
I kiss my Daddy quickly.
Because Mum's face is soft, you know,
And Daddy's face is prickly.

(Language: possessive "s")

Way down South where bananas grow,
A grass hopper stepped on an elephant's toe.
The elephant said, with tears in his eyes,
"Pick on somebody your own size."

(Language: possessive "s", his)

---

* If frost is unfamiliar, substitute a suitable item suggested by children in a "Tell Me" Time about "white".

Poems, Songs and Stories (cont.)

Up in Danny's mango tree*
Ten ripe mangoes I can see.
Some for you and some for me,
Pick a mango from the tree.

1, 2, 3, 4, 5, 6, 7, 8, 9

Up in Danny's mango tree
Nine ripe mangoes I can see.
etc.

Last verse -

Up in Danny's mango tree
One ripe mango I can see.
One for you but none for me.
Pick the mango from the tree.

(Language: possessive "s", use of "the")

It's made from flour, eggs and fat,
There's icing on the top.
It's mixed in Mummy's kitchen
Or in the baker's shop.

(Language: possessive "s")

Diddle, diddle dumpling, my son John
Went to bed with his trousers on,
One shoe off and one shoe on,
Diddle, diddle dumpling, my son John.

(Language: my, his, to ...)

Once I saw a little bird
Come hop, hop, hop,
So I said, "Little bird,
Will you stop, stop, stop?"

I was going to the window
To say, "How do you do?"
But he shook his little tail
And away he flew.

(Language: his, to the ...)

Monkey, monkey is sitting on the rail,
Picking his teeth with the end of his tail.

(Language: his)

---

* Use the name of the child who sets up the "tree", e.g. on the magnetic board.

Poems, Songs and Stories (cont.)

I had a mule
His name was Jack.
I rode his tail
To save his back.
His tail got loose
And I fell back.
Whoa, Jack!

(Language: his)

Mary lost her coat,
Mary lost her hat,
Mary lost her fifty cents -
Now what do you think of that?

Mary found her coat,
Mary found her hat,
Mary found her fifty cents -
Now what do you think of that?

(Language: her)

Fanny's food is on her face,
Because she eats in such a race.
She puts her fingers in the fish,
And sometimes overturns her dish.
Down from her bread the honey drips
All over Fanny's chin and lips.
For when she eats, she likes to talk
And will not use her knife and fork.

(Language: her, possessive "s")

Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;

Hands up high in the air,
Down at your sides, now touch
your hair;
Hands up high as before,
Now clap your hands, one, two,
three, four.

(Language: your -
children listen and carry out
actions)

Little Tommy Tadpole
Began to weep and wail
Because poor Tommy Tadpole
Had lost his little tail
And his mother did not know him
As he sat upon a log.
For he wasn't Tommy Tadpole
He was Mister Thomas Frog.

(Language: his)

Can a parrot
Eat a carrot
Standing on his head?
Can a spider
Sleep inside
A bottle for his bed?

(Language: his)

The Cat

The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.

Then she gets up
And stands on four
Long stiff legs
And yawns some more.

She shows her sharp teeth,
She stretches her lip,
Her slice of a tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care,
And pads away
With her tail in the air.

(Language: her -
listening only)

Poems, Songs and Stories (cont.)

I have a dog,
I have a cat.
I've got a frog.
*Inside my hat.**

(Language: my, I have)

I have a skirt
That is scarlet and blue.
I have a scarf
That will match it, too.

(Language unit: I have)

Snip, Snip, Snip

I take my scissors -
SNIP, SNIP, SNIP!
And cut the paper
Into bits!

Some are round,
Some are square,
Some have patterns
Everywhere.

(Language: my, ... have)

Shoes have tongues,
But cannot talk;
Tables have legs,
But cannot walk;

Needles have eyes,
But cannot see;
Chairs have arms,
But they can't hug me!

(Language unit: [noun] have)

Guessing Game

It has two wheels and handlebars;
It also has a chain.
You ride it when the weather's fine
And sometimes in the rain.

He's tall and strong.
His tail is long.
He has two feet
For hopping on.

It has four sides that are so straight,
It has four corners too.
Each side is like the other ones.
I know what it is. Do you?

He has no tail,
He likes to climb.
He nibbles gumleaves
All the time.

It has two wings for flying,
It has an engine too.
People like to ride in it
And look out at the blue.

He has four paws.
He has four legs.
He sits at doors
And sometimes begs.

It stands up tall on cliffs or rocks,
It has a shining light.
You can see it in the daytime
And also late at night.

It has two hands to point with,
It has a large round face.
It might hang high up
on the wall
Or stand in some high place.

(Language unit: [pronoun] has and other units)

---

* illustrated in "Sounds of Numbers" by Bill Martin Jr. (Holt, Rinehart & Winston), p.31.

Poems, Songs and Stories (cont.)

Children may provide actions for the next two rhymes. For the first, each child may use his hands to make rabbit shadows on the ground or on a wall.

These two rabbits
Have ears so tall;

These two rabbits
Have eyes so small;

These two rabbits
Have whiskers that wiggle;

These two rabbits are the
smallest of all
They both curl up tightly in
a round furry ball.

(Language unit: [noun] have)

Timothy Tim,
Has ten little toes
And ten little toes
Has Timothy Tim.
They go with him
Wherever he goes
And wherever he goes
They go with him.

Timothy Tim
Has two brown eyes
And two brown eyes
Has Timothy Tim.
They cry with him
Whenever he cries
And whenever he cries,
They cry with him.

(Language unit: [noun] has,
listening only)

A young man who owned a balloon
Decided to fly to the moon
Despite every warning
He left in the morning
But returned in the afternoon.

(Language: use of "the",
phrases introduced by "to" -
listening only)

Mummy has scissors - snip, snip,
snip.
Mummy has cotton - stitch, stitch,
stitch.
Mummy has buttons - one, two,
three.
She's making a dress (shirt)
Just for me!

(Language unit: [noun] has)

Rose, Rose
Has ten toes.
They go with her
Wherever she goes.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

(Language unit: [noun] has)

A Tail

I haven't got a tail,
And I really wonder why,
When the cat has a tail
And the rat has a tail,
When they all have a tail
Then why haven't I?

(Language unit: [noun] has)

Run to the gate,
Hop to the tree
Skip to the fence,
Then fly back to me.

(Language unit: to the ...)

Drip, drip, drip came the raindrops
Down from the dark, dark sky.
Drop, drop, drop came the raindrops
Down to the ground so dry.

(Language units: to the ...,
the [noun])

Poems, Songs and Stories (cont.)

Stanley wants to post a letter,
Post a letter to a friend,
But the postman says, "A letter
With no stamps, you can not send."

(Language: phrases introduced by "to" - listening only)

A bear and a bunny
Had plenty of money.
They went to the store
For carrots and honey.

When the bear and the bunny
Said, "Carrots and honey",
The man in the store
Said, "Where is your money?"

How strange, and how funny!
They really had money -
And that's how they bought
Their carrots and honey!

(Language: phrases introduced by "to")

There's sun on the clover
And sun on the log,
Sun on the fish pond
And sun on the frog.
Sun on the honeybee,
Sun on the crows,
Sun on the clothesline
To dry the clean clothes.

(Language: use of "the")

The little chickens on the ground
Were pecking at the corn they found;
While Mother Hen tucked up her legs
And gently sat upon her eggs.

(Language: use of "the", "her")

Creep to the window -
Look out at the night,
See the moon shining
And the stars gleaming bright.
The owl blinks down
From his perch in the tree,
And all around
Is as quiet as can be ...

(Language: to the; use of "the")

Fill up the cup,
Fill up the can,
Fill up the kettle
As full as you can.
Fill up the saucepan,
Fill up the mug,
Fill up the teapot
And fill up the jug.

(Language: use of "the")

Slowly, slowly, slowly
Up the hill we go.
Roly-poly-poly.
Down the hill we go.

(Language: use of "the")

Now I'm tall enough
To reach across the bed.
I put my toes on one side,
On the other is my head.

(Language: use of "the", "my")

The Funny Fly

"Ho!" buzzed the fly,
"I'm such a clown."
And he walked on the ceiling
Upside down.

(Language: use of "the")

Poems, Songs and Stories (cont.)

Lullaby

The moon and the stars and the wind in the sky
All night long sing a lullaby,
While down in the ocean so dark and so deep
The silvery waves rock the fishes to sleep.

(Language: use of "the" - listening only)

Children may provide suitable actions for the following fingerplays -

Daisy, daisy,
Open your eye.
The sun is shining
So high in the sky.

Daisy, daisy,
Close your eye.
The moon is shining
So high in the sky.

(Language: use of "the" and "your")

Flicker, flicker, flack,
Flicker, flicker, flack,
The wiper on the car goes
Flicker, flicker, flack.
The rain falls flick
And the rain falls flack
And the wiper on the car goes
Flicker, flicker, flack.
Flick!
Flack!

(Language: use of "the")

Here is the beehive. Where are the bees?
Hidden away where nobody sees.
Soon they come creeping out of the hive -
One! - two! - three! - four! - five!

(Language: use of "the")

Click, clack, click, clack,
The little red train
Is on the track.
Now he has gone,
But he'll soon be back.
Click, clack, click, clack.

(Language: use of "the")

The engine on the line
Goes chuff, chuff, chuff.
Smoke from the funnel
Goes puff, puff, puff.

(Language: use of "the")

Zooming across the sky,
Like a great bird you fly,
Aeroplane,
Silvery white
In the light.

(Language: use of "the")

There's a humming in the sky,
There's a shining in the sky,
Silver wings are flashing by,
Silver wings are shining by.

Aeroplane
Aeroplane

Flying - high.

(Language: use of "the")

Among the following rhymes, included for content, are some which give additional practice in the use of previously introduced units -

Zoom! Zoom!
High overhead
Hums a plane
of flashing red.

Chuff, chuff, chuff, chuff.
This is how the engine goes.
Chuff, chuff, chuff, chuff.
This is how the engine goes.

The Goods Train

Chuff, chuff; chuff, chuff;
Why are they so slow?
Chuff, chuff; chuff, chuff;
It's time for us to go!

Toot-too! Toot-too!
There's my whistle's blast!
Toot-too! Toot-too!
Off we go at last!

Chuggalug; Chuggalug;
Puffing merrily,
Chuggalug; Chuggalug;
Along beside the sea.

Toot-too! Toot-too!
Through the tunnel wide,
Chuggalug; Chuggalug;
Out the other side.

Chuff, chuff; Chuff, chuff;
Slowly - home we - puff;
Chuff, chuff; Chuff, chuff;
Now - we've had - enough!

(For listening and dramatization)

Grrrrr! Grrrrr! Grrrrr! Grrrrr!!
I can hear a truck.
Grrrrr! Grrrrr! Grrrrr! Grrrrr!
I can hear a truck.

Chug, chug, chug, chug,
I can hear a tug.
Chug, chug, chug, chug,
I can hear a tug.

I am an aeroplane
Up in the sky.
See how fast
I can fly.

I am a big train
Chuffing down the track.
I'll take you to Brisbane
And then I'll bring you back.

I am a speedboat.
I go very fast.
See my motor shining
As I go speeding past.

I am a big bus.
You can get inside.
Give your money to the driver
And we'll take you for a ride.

I am a red car.
To start, you turn the key.
We stop at red lights,
go at green.
Your daddy might drive me.

I ride on a horse,
I ride on a train,
I ride on a bus,
I ride on a plane.
I ride on a ferry,
I ride in a car,
I ride on my skates -
But not very far.
But best of all,
The ride I like
Is down the street
On my brother's bike.

Poems, Songs and Stories (cont.)

Clip, clop, clip, clop,
I can hear a horse.
Clip, clop, clip, clop,
I can hear a horse.

Putta, putta, putta, putta,
I can hear a motor bike.
Putta, putta, putta, putta,
I can hear a motor bike.

Children and teacher may create new songs or additional verses for those which are familiar. Actions may often accompany or follow the singing of such songs, e.g.

Can You Tell Me? (B4)

Can you tell me,
Can you tell me,
What the bush pilots do?
They are flying,
They are flying,
So I will fly too.

The Tugboat (A2)

Verse 2:

Beep, beep, beep,
I'm a little jeep,
I carry passengers,
Beep, beep, beep.

Verse 3:

Float, float, float,
I'm a little boat,
I'm on the water,
Float, float, float.

The following songs are also suggested -

Language Unit	Song
possessive "s"	*The Koala* (F1) *Where are You, Phillip's Shoes?* (F2) *Here are Mother's Knives and Forks* (Miller & Zajan, p.43) *Here's a Ball for Baby* (Miller & Zajan, p.23) *Peter Possum* (Brumby 1, pp.5-6, tape C3) *Hide and Seek* (record - *The Square Song* W. & G. Distributing Co., Melbourne) *Get a Bucket of Water* (F4)
possessive pronoun - "my"	*My Eyes Can See* (B2) *Can You Dance?* (B6) *Good Morning Little Yellow Bird* (E1) *On My Head* (Miller & Zajan, p.11) *My Big Blue Boat* (Puffin, p.111)

Poems, Songs and Stories (cont.)

Language Unit	Song
possessive pronoun - "his"	*The Koala* (F1) *The Green Dress* (F3) *Six Little Ducks* (N3) *My White Mouse* (W2)
possessive pronoun - "his"	*Jonathan Wingo* (ABC Teachers' Handbook, 1970, p.20) *First He Walks upon His Toes* (Puffin, p.146)
possessive pronoun - "her"	*The Green Dress* (F3) *The Three Bears* (G1)
possessive pronoun - "your"	*Clap, Clap, Clap* (record - *The Square Song* W. & G. Distributing Co., Melbourne) *Clap Your Hands* (F5) *Raise Your Hands* (Puffin, p.124) *Johnny Get Your Hair Cut* (M4) *Put Your Finger on Your Nose* (F6) *Rub Your Tummy, Everybody Wash, The People in Your Neighbourhood* (record - *The Songs of Sesame Street*, Children's Television Workshop)
[noun/pronoun] have/has - (present tense)	*I'm a Great Big Tiger* (McHenry, p.5) *Ten Little Fingers* (Miller & Zajan, p.5) *I have a Little Rooster* (C9 - tape C3) *My White Mouse* (W2)
phrases introduced by "to"	*I'll race You to the Jetty* (L1) *Left to the Window* (Miller & Zajan, p.19) *The Three Bears* (G1) *Wind the Bobbin Up* (Puffin, p.122)

BLOCK F

Poems, Songs and Stories (cont.)

Language Unit	Song
use of "the"	*The Cat is in the Plum Tree* (T1) *Tea Leaves* (Q11) *Blast-off* (*Space Songs* by Jean McKinlay, Nelson, 1967, p.5) *Down by the Station* (T3 or Puffin, p.67) *Left to the Window* (Miller & Zajan, p.19) *All the Fish* (T2 or ABC Teachers' Handbook, 1971, p.11) *All the Little Ducklings* (T4) *The Little Red Bird* (T5)
content only	*The Tugboat* (A2) *The Little Red Engine* (B5) *The Train* (C2) *When the Train Comes Along* (M7) *I'm on My Way* (A10) - additional verses may also be created. *The Little Red Wagon* (C8) *Buses and Trams and Trains and Trucks* (Brumby 1, pp.9-10, tape C3) *The Wheels of the Bus* (Miller & Zajan, p.29) *My Aeroplane* (McHenry, p.10) *Choo Choo* (McHenry, p.15) *The Little Ship* (ABC Teachers' Handbook, 1971, p.12) *Little Red Caboose* (ABC Teachers' Handbook, 1971, p.23) *Bicycles* (N1)

Discussion of the texts of the following books provides opportunities for practice of new structures, especially possessive forms. Many other stories may also provide suitable language experience.

Poems, Songs and Stories (cont.)

Language Unit	Story
possessive "s", my, her, his	
possessive "s"	*I am happy* by Maryann J. Dotts (Abingdon Press, 1971)
possessive "s"	*Mrs. Mopple's Washing Line* by Anita Hewett (Penguin, Picture Puffin, 1970)
possessive "s"	*Rich Cat, Poor Cat* by Bernard Waber (Scholastic Book Services, 1969)
possessive "s"	*My Hands* by Aliki (Adam & Charles Black, 1968)
possessive "s", my	*Who Took the Farmer's Hat?* by Joan L. Nodset (Scholastic Books, 1968)
possessive "s"	*I Want to Be a Postman* by Carla Greene (W. & R. Chambers, 1967)
possessive "s"	*The Wonderful House* by Margaret Wise Brown - A Golden Beginning Reader (Golden Press, 1969)
possessive "s"	*Furry Boy* by Marion W. Crume, Bowmar Early Childhood Series (Bowmar, 1969)
possessive "s", his	*Patrick Will Grow* by Gladys Baker Bond (Whitman, 1966)
possessive "s", his	*Where's Willie?* by Seymour Reit - A Golden Beginning Reader (Golden Press, 1961)
possessive "s", his	*Kenny's Monkey* by Susan Singer (Scholastic Book Services, 1963)
possessive "s", his	*Bill and his car* by June Melser - Collins Minibooks Step 3, Book 2 (Collins, 1968)
possessive "s", her	*Mandy and her doll* by June Melser - Collins Minibooks Step 3, Book 1 (Collins, 1968)
my	*My Book About Me* by Dr Seuss and R. McKie (Collins & Harvill, 1971)
my	*The Ear Book* by Al Perkins (Collins & Harvill, 1969)
my, his	*The Eye Book* by Theo Le Sieg (Collins & Harvill, 1969)
his, my	*Put Me in the Zoo* by Robert Lopshire (Collins & Harvill, 1964)
his, her	*The Foot Book* by Dr Seuss (Collins & Harvill, 1969)

BLOCK F

Poems, Songs and Stories (cont.)

Language Unit	Story
his, possessive "s"	*Where Did Everybody Go?* by Norah Smaridge A Golden Preschool Learning Book (Golden Press, 1971)
his, possessive "s"	*Benny's Four Hats* by Ruth Jaynes Bowmar Early Childhood Series (Bowmar, 1968)
his	*The Man Who Didn't Wash His Dishes* by Phyllis Krasilovsky (Scholastic Book Services, 1967)
her, my	*Are You My Mother?* by P.D. Eastman (Collins & Harvill, 1962)
her, my	*Where's My Baby?* by H.A. Rey (Chatto & Windus)
his, her	*Joey Kangaroo* by P. Miller in Sounds of Laughter by Bill Martin Jr. (Holt, Rinehart & Winston, 1966), pp.104-121
his, her	*Whoa Joey!* by D. Hogstrom (Whitman, 1968)
her, his	*Two New Babies* by Agnesann McRobert A Whitman Small World Library Book (Whitman, 1967)
(noun/pronoun) have/has - present tense	*Me* and *Telling Tails* by Beth Clure and Helen Rumsey Bowmar Early Childhood Series (Bowmar, 1968)
	My Book About Me by Dr Seuss and R. McKie (Collins & Harvill, 1971)
	Pockets by Lucy Ozone Tell-a-Tale Books (Whitman, 1955)
	That's Where You Live! by Mary Prescott Vogels A Whitman Tell-a-Tale Book (Whitman, 1970)
	The Toolbox by Ann & Harlow Rockwell (Hamish Hamilton, 1971)
	Baby Elephant by P. Miller & I. Seligman in Sounds Around the Clock by Bill Martin Jr. (Holt, Rinehart & Winston), pp.22-37
	A Tale of Tails by Elizabeth MacPherson A Big Golden Book (Golden Press, 1971)
	Who Are We? by Eileen Ryder A Head-Start Book (Burke Books, 1972)

Poems, Songs and Stories (cont.)

Language Unit	Story
phrases introduced by "to"	*Three Little Dachshunds* by Margaret Otto in Sounds of Numbers by Bill Martin Jr. (Holt, Rinehart & Winston, 1966), pp.12-29.
use of "the"	*Indian Two Feet and His Horse* by Margaret Friskey (Scholastic Book Services, 1970) *Where is Home?* by Beth Clure and Helen Rumsey Bowmar Early Childhood Series (Bowmar, 1968) *Bears in the Night* by S. & J. Berenstain (Collins & Harvill, 1972) - excellent usage of "the" except in title *The Pond* by Dorothy Z. Seymour An Early-Start Preschool Reader (Wonder Books, 1965)
content	*Going and Coming* by Muriel Stanek (Experiential Development Program, Benefic Press, 1967) *My Tricycle and I* by Ruth Jaynes Bowmar Early Childhood Series (Bowmar, 1969) *If I Were a Driver* by Miriam Young (Blackie, 1971) *The Little Red Engine Goes to Market* by Dianna Ross (Faber and Faber, paper edition, 1967) *The Big Book of Wheels* by Felix Sutton (Grosset & Dunlap, 1953) *Learn About Vehicles* (McGraw-Hill Far Eastern Publishers, 1971) *I Want to Be a Postman* by Carla Greene (W. & R. Chambers, 1967) *I Want to Be a Mechanic* by Carla Greene (W. & R. Chambers, 1967) *How Do You Travel* by Miriam Schein (Abingdon Press, 1954) *Going on Wheels* by Althea (Souvenir Press, 1972)

(f) Rhythmic Activities

Rhythmic activities may provide practice with new and previously introduced language structures and may often relate to the present theme. Children may chant as they carry out actions or accompany the actions of others, e.g.

I'm going to Gympie;
I'm going to Gympie;
I'm going to Gympie
In the bus.

These are my feet;
I have two feet;
These are my toes;
I have ten toes.

We are in a plane;
We are in a plane;
We will fly to Townsville
In a plane.

Run to the tree;
Run to the tree.
He's runing to the tree;
He's running to the tree.

We are going to Brisbane;
We are going to Brisbane;
We are going to Brisbane
In the train.

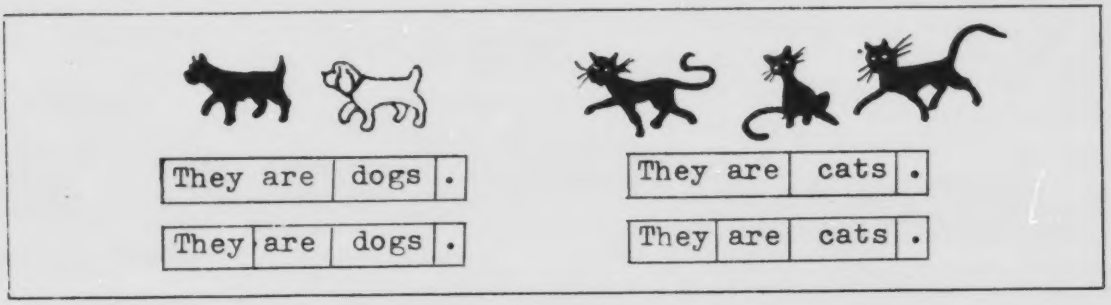
Hop to the gate;
Hop to the gate.
She's hopping to the gate;
She's hopping to the gate.

Refer also to previous suggestions (e.g. p.346), particularly for use of the definite article in association with superlatives.

2. READING

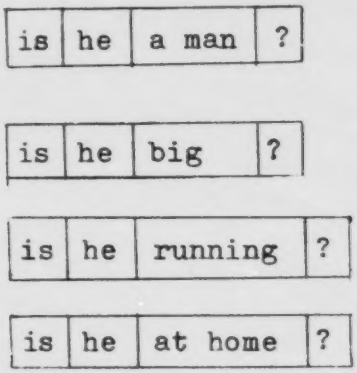
(a) Manipulation of Language Units

The new printed unit "They are" may be introduced in sentence making activities following oral practice. For example, children may sort pictures on the magnetic board, labelling groups first orally, and then by combining language unit cards. As the new unit becomes familiar, individual word cards may be used for copying, and then for constructing sentences, e.g.



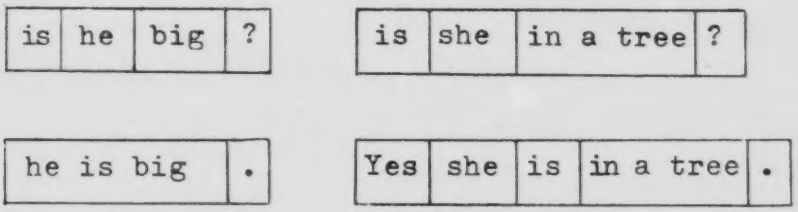
Before the inverted unit "is he" is introduced in printed form, children's attention may be drawn to the word "he" beginning with a small "h", as it appears in experience rhythmic reading material.

Following oral practice with the unit "is he", e.g. in question-and-answer games, children may read and answer questions prepared by the teacher, e.g.



Children may then be encouraged to ask their own questions in printed form. Others in the group may provide answers. As they gain experience in constructing, reading and answering questions, children may sometimes re-order the elements in their sentences to provide answers. To facilitate re-ordering, capital letters may be dispensed with for sentence construction of this type, e.g.

Manipulation of Language Units (cont.)



Other inverted forms may gradually be introduced. It is expected that children will require considerable experience with inversion; sentences may be constructed with teacher guidance in small group situations.

Following oral use of the unit "(noun/pronoun) can", a child may be invited to *"tell his story in writing"*. Children's attempts may include use of the printed unit "I can", with a word being superimposed on "I", or the suggestion to cut the units may be made (p.347). Children's proposals may be carried out including the cutting of units, suggested after prompting by the teacher if necessary.

Sentence construction with both intact units and separated words may continue. Children's attention may be increasingly focused on single words which have been separated, as recognition of these words, "can", "we", "is", "are", etc., now becomes important for construction of sentences.

The use of the possessive "s" in printed form may be introduced after a great deal of oral experience. At first it may occur in experience reading material, e.g. when naming children's books and toys which they have made (pp.489; 189), in news charts (p.490), captions for paintings, or in labels for displays (p.494). It may then be introduced in association with "Mummy", "Daddy" and the children's names in sentence construction activities. Its use with words such as "cat", "baby" and "dog", which take a plural form, may be avoided when manipulating units and words, unless requested by a child.

The new printed unit, "in the water", may be introduced after further oral experience with phrases beginning with "in the ...". The phrase, "in the water", may be used at first in experience reading material: a summary of "Tell Me" Time entitled *"These things live in the water"*; an experience reading book about boats; or a record of children's investigations as they sort things that either sink or float (p.493). The new unit may then be used in sentence construction activities as children work at the magnetic board or use their individual sets of cards.

During small group activities, children may sometimes construct a printed "story" about a new scene set up on the magnetic board by another child or the teacher. Children may also use magnetized figures

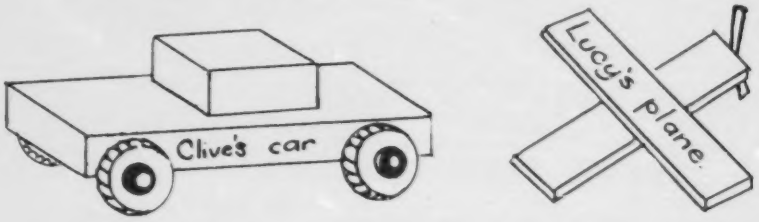
Manipulation of Language Units (cont.)

to create a scene in response to another child's "story".

(b) Introduction of Additional Vocabulary

Additional vocabulary for the current period includes some words which have previously been introduced as part of language units, e.g. "going", "tq" and "can". Children's attention may be drawn to these words as they are met in context. After reading sentences containing the words, children may often be asked to locate or identify and then to match them. During recognition activities which follow, intensive attention may be given to the words. In this way, recognition may gradually become secure, and the range of sentences which children are able to construct will consequently be expanded.

Words suitable for displaying with illustrations include "boat", "car" and "red". (Refer to previous suggestions, pp.348-9.) These words may also be met in experience reading material, e.g. classification and labelling of transport pictures, experience reading books about cars and boats, and in "colour" books (p.54). Captioning of paintings and other pictures, and labelling of property, including children's creations, e.g. wooden toys, may provide experience with the possessive "s" and with "my" as well as with additional reading vocabulary -



The word "my" has already occurred fairly frequently in printed form, e.g. in personal books (p.53) and when writing direct speech following discussion of pictures (p.461). Additional material of this type may be used to focus attention on "my".

(c) Recognition of Words and Units

At this stage, many children should have formed associations between some sounds and printed symbols. Children may be encouraged to use their rudimentary word attack skills. For example, they may examine the rhyming words "man" and "can", noting that "man" begins with "m"*, *Mumma Moo's* sound. Similarly, children may distinguish between the phrases "at home" and "at school", noting *Henry's* letter in the final word of one phrase and *Susie's* in the other. The phrases "at school" and "to school" and the isolated words "at" and "to" may also be examined. Children may notice that "to" begins with "t"* while "at" ends with it.

---

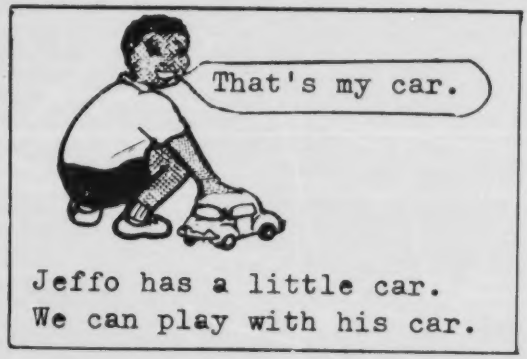
* Continue referring to letters by sound, not letter name.

Recognition of Words and Units (cont.)

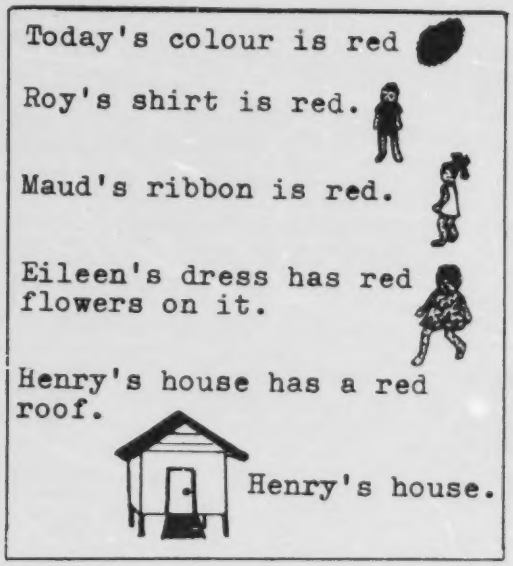
In planning recognition activities, teachers may refer to previous suggestions (e.g. pp.350-6). Particular attention should be devoted to securing recognition of those words previously introduced which are now being used in inverted question form or in other new combinations, e.g. "is", "he", "she", "are", "you", "they" and "can". Additional vocabulary selected for the present block, as well as previously introduced words, may also be emphasized.

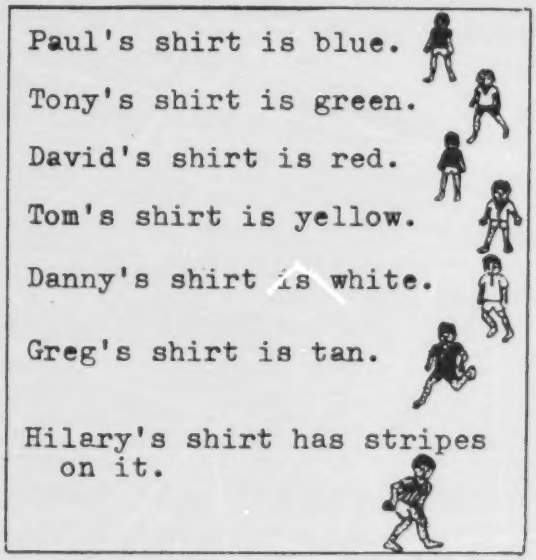
(d) Experience Reading

The daily recording of news items on experience reading charts provides many opportunities to give added experience with new structures, e.g.



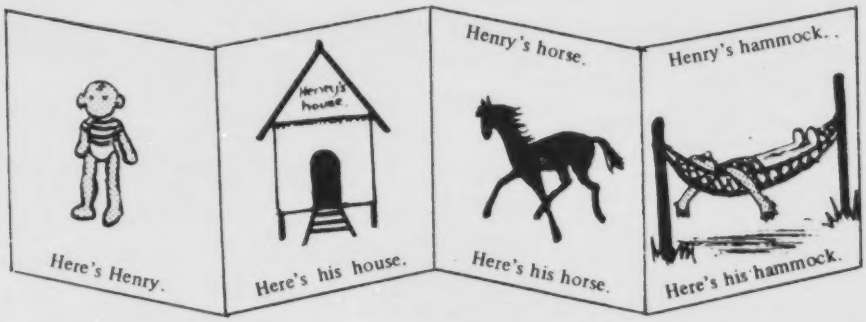
Brief experience reading records, illustrated by the children and teacher, may sometimes result from "colour of the day" activities. Experience with the possessive "s" may be gained as records are prepared and re-read, e.g.


Today's colour is red
Roy's shirt is red.
Maud's ribbon is red.
Eileen's dress has red flowers on it.
Henry's house has a red roof.
Henry's house.

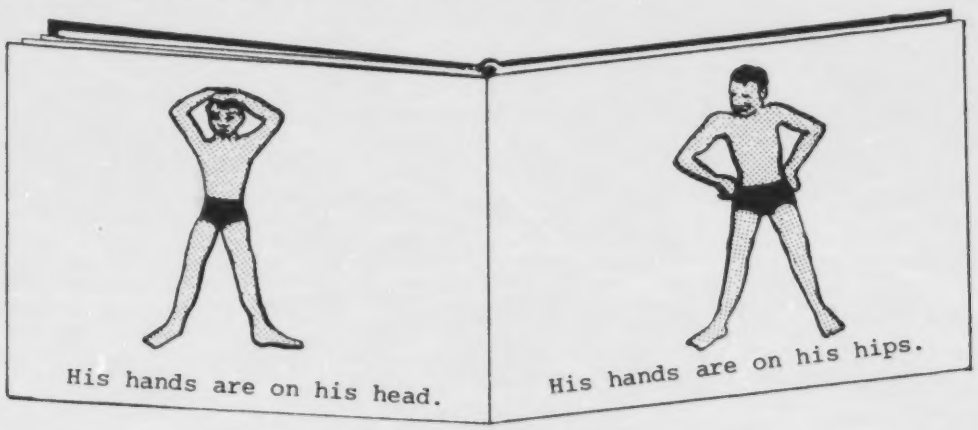

Paul's shirt is blue.
Tony's shirt is green.
David's shirt is red.
Tom's shirt is yellow.
Danny's shirt is white.
Greg's shirt is tan.
Hilary's shirt has stripes on it.

Experience Reading (cont.)

An experience reading book based on the language game, *"Here's Henry/Googa"* (pp.461; 168), provides experience with printed possessive forms. It may also contribute to the development of sound-symbol associations since the same initial letter is stressed in each sentence about a given character, e.g.

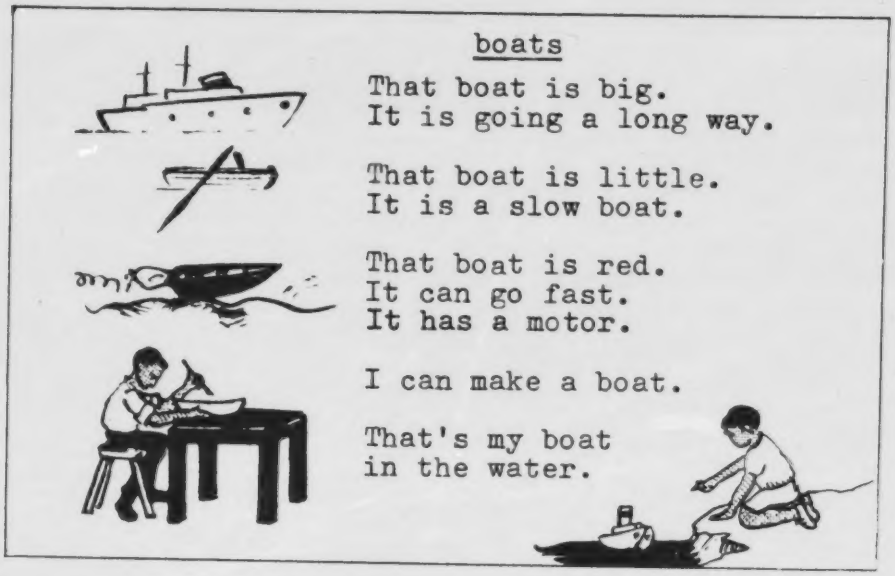


Pairs of pictures drawn or pasted on to facing pages of a book may be used for the game, *Similarities and Differences* (p.328). Following discussion, these may be captioned, e.g.



Activities relating to the current theme may form the basis for some experience reading material. These may include captioning of pictures as suggested by the children. (Teacher's questioning may help to elicit language units currently receiving emphasis.) Experience books or charts may also be prepared as a result of excursions, e.g. to the boat shed; to see a tractor at work; or to examine the parts of a car. Children's discussions of such experiences, particularly relating to cars and boats, may provide opportunities to extend concepts of time, distance, and speed, e.g.

Experience Reading (cont.)



"Tell Me" Time may both involve the present theme and provide practice in the use of new language structures. Sometimes experience reading records may be kept of the activity. Suitable topics include

things that have wheels/wings/ 4 legs (p.294);
things that go fast/slow;
things that live in the water;
animals that like/do not like getting in the water;
things that we can do in the water;
things that I can do with my hands.

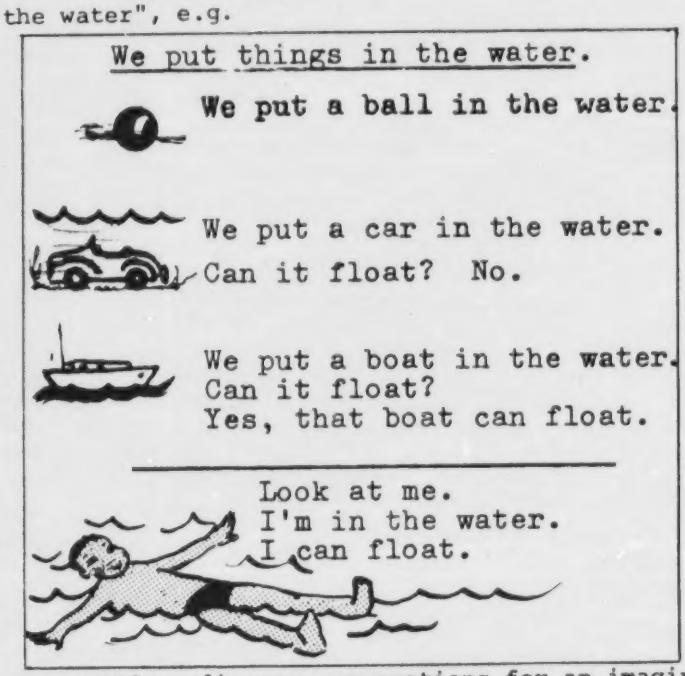
Experience reading cards may result from various classification activities and may provide reading practice with the new unit, "They are". Actual objects as well as pictures may be sorted, e.g. on the basis of "feel" or colour. Some of these may be pasted on to cards while others may be sorted into boxes (p.199) with labels of the following type:

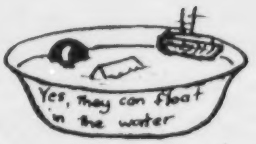
"They are round."; "They are square."
"They are hard."; "They are soft."
"They are rough."; "They are smooth."
"They are big."; "They are little."
"They are red."; "They are blue."; "They are green."
"They are animals."; "They are plants."
"They are fruit."; "They are vegetables."
"They are Daddy's things."; "They are Mummy's things."
"They are cars."; "They are trucks."; "They are buses." etc.

Books or charts may summarize investigations by the children. Sometimes these may provide further experience with new printed language units and additional vocabulary. Activities summarized in this way may

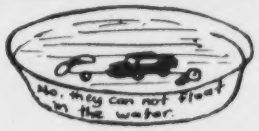
Experience Reading (cont.)

include sorting of things that do/do not float; do/do not dissolve "in the water", e.g.


We put things in the water.
We put a ball in the water.
We put a car in the water.
Can it float? No.
We put a boat in the water.
Can it float?
Yes, that boat can float.
Look at me.
I'm in the water.
I can float.



Can they float?



As children discuss preparations for an imaginary journey, an experience reading chart may summarize proposed activities. This may be "read" immediately and referred to later as children embark on their "journey".

Following mime, solutions may sometimes be written by the teacher and read by the children after someone has identified the characters or guessed what they were doing. In this way, additional experience with new language structures may be provided, e.g.

He's riding his bike.

They are in a train.
They are going to Brisbane.

Captioned illustrations of one to one correspondence and association activities (pp.458; 460) may sometimes be prepared, e.g.

Experience Reading (cont.)

Following oral practice with possessive forms in the game, *Parts of the Body* (pp.462-3), labels with the sentences used by the children may be attached to or written on a large illustration of a child, e.g. "These are my fingers.", "This is my nose." Other experience reading material may also result from this activity. Text accompanying illustrations on a chart which summarizes the game may provide experience with printed words and structures that require practice, e.g.

These are my eyes.
I have two eyes.
I can see with my eyes.
I can wink with my eyes.

These are my ears.
I have two ears.
I can hear with my ears.
My ears are little.
... and so on.

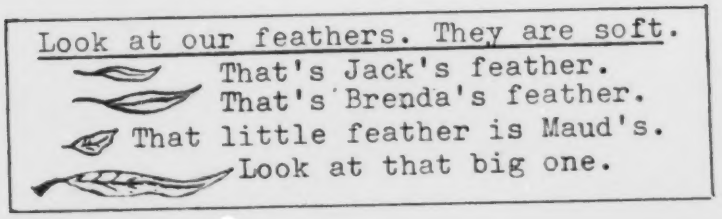
Possessions of the children may sometimes be brought from home to show the group or may be seen during class excursions. Those which particularly interest the group may provide the subject for an experience reading record, e.g.

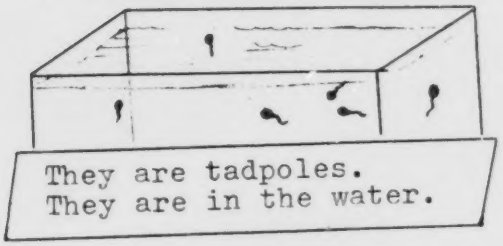
Raymond's Possum

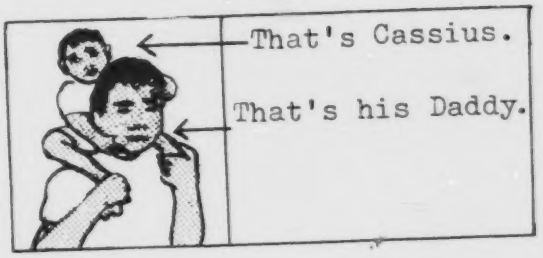
His fur is soft.
His tail is long.
He has sharp claws.
His nose is smooth.

Displays of objects collected or created by the children may include paintings, model figures (p.463) and wooden boats, cars, planes and bridges. Captions for such a display may incorporate many new language structures, e.g.

Experience Reading (cont.)


Look at our feathers. They are soft.
That's Jack's feather.
That's Brenda's feather.
That little feather is Maud's.
Look at that big one.





(e) Practice Reading

Captioning and re-reading of captions which children have dictated may continue to be included in each day's activities. While captions containing a wide variety of structures and words may be used in experience reading material, the teacher may contrive to obtain from the children some captions which are composed largely of units and words that have been introduced into the reading program, e.g.

"They are running to school."
"They are running home."

"They are in a big boat.
They are going to Townsville."

"Look at me.
I'm playing in the water."

"are they cars?
Yes, they are."

"is he big?
Yes, he is."

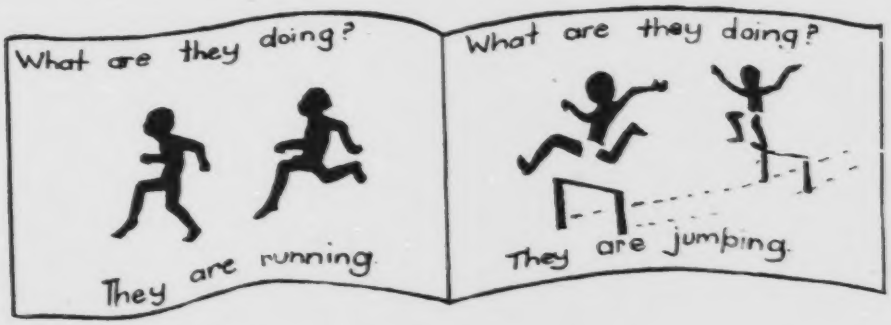
"That's Betsy's cat.
She's up in a tree."

Teacher-prepared stories in chart or book form may be used for practice reading (p.359). Children may be encouraged to read the whole story for themselves before it is read and discussed in a group situation. To cater for differential rates of progress by children, the difficulty level of stories should be varied. Sometimes, a response from children may be added to stories of this type, e.g.

Practice Reading (cont.)

Look at Mummy.
is Mummy at home? No.
is Mummy at school? No.
is Mummy in a car? No.
is Mummy in a tree? No.
is Mummy in a boat? Yes.
She is in a little boat.

While materials for practice reading may generally become progressively more varied in their structural content (p.360), some books or charts which provide repetition of one or two main structures may continue to be used, e.g.

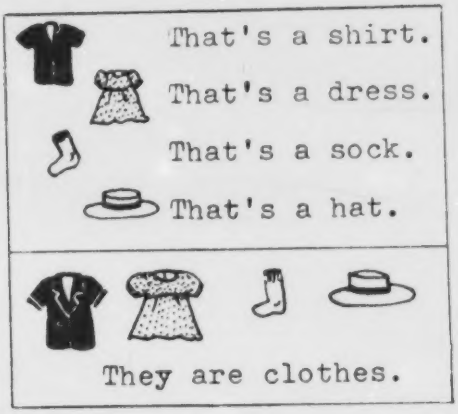


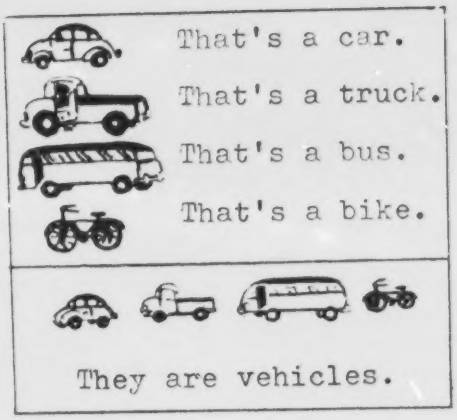
Reading booklets prepared for use may include a "transport" book which gives practice with the units "That's" and "They are" as well as with plurals, e.g.

"That's a truck."
"They are trucks."

Records of children's classification experiences may sometimes be suitable for practice reading involving only a few structures, e.g.

Practice Reading (cont.)





Sentence Structure Strip Books

Strip books of the types suggested previously (e.g. pp.276-7) may be constructed to provide experience with recently-introduced printed units and words. When using strip books in which sentence beginnings and endings are combined at random, the possibility of constructing some absurd combinations tends to enhance rather than detract from children's interest in the activity. The following are two examples of such books -

beginning	ending
They	are playing
the cats	are big
the girls	can run
We	are at school
the cars	are in the water
my dogs	are running to Daddy
You	are at home
the dogs	are up in a tree
the boys	are red
the boats	are going home
	are going to school

beginning	ending
my cat	is little
Daddy	can jump
that girl	is going home
my ball	is in the water
my little car	is jumping
Daddy's boat	is red
the big car	is going to school
that tree	can run
my dog	is jumping up
Mummy	is running to me
that boy	is at home

After sentences with language unit and word cards have been constructed, children's stories may sometimes be recorded in their personal books. Children may re-read their stories quietly to themselves, to the teacher, and sometimes to other children and visitors to the school.

Re-reading of some of the children's earlier books may also be encouraged. As they review appropriate books, children's attention may be directed to selected words or structures, e.g.

BLOCK F

Practice Reading (cont.)

"This is my number book."
"This is Jack's book."

Books prepared by the teacher or by the children and teacher should be available in the book corner. These may include photographic books in which the children themselves are featured. Such books may result from a series of photographs planned to incorporate into captions new and familiar printed units and words.

Some commercially produced reading materials may also be used, either for practice reading in small groups or by individual children. Books in the following list and those suggested previously (pp.362-3; 278-280) may be suitable for some of the children in the group.

Language Unit	Story
they are	
Here is .. Where are .. Here they are	*Where are the children?* Methuen Caption Book Blue Books (Methuen, 1966) - advanced
You are	
Here you are, little .. You are	*Dinner Time* Methuen Caption Book Red Books (Methuen, 1970)
inversion	
Are you, in a ..	*Where do you live?* Read It Yourself Book Set B, No. 4 (Reed Education, 1972)
Where are you going? home	*Where are you going?* Methuen Caption Book Blue Books (Methuen, 1969)
Is Tim ..	*Tim Pretends* Commonwealth Reader Red Books (Kea Press)
(noun/pronoun) can	
Baby can	*Baby* P.M. Instant Readers 1R15 (Kea Press, 1970)
baby can	*here is the family* Beginning to Read Series No. 5 (Rigby, 1967)
A (noun) can jump	*What can jump?* Read It Yourself Book Set A, No. 5 (Reed Education, 1972)
A (noun) can fly	*What can fly?* Read It Yourself Book, Set A, No. 7 (Reed Education, 1972)
We can play	*We go to School* Dominoes Series, Stage 1 (Oliver & Boyd, 1972) - advanced.

Practice Reading (cont.)

Language Unit	Story
(noun/pronoun) can mother can	*here is the family* Beginning to Read Series No. 3 (Rigby, 1967)
possessives - "s", "my"	
my	*My Family* P.M. Instant Readers 1R10 (Kea Press, 1970)
Look at my ..	*Now I Am Five* Book 2 (Standard Stationers, 1969)
possessive "s" - Simon's, Sally's	*Wheels* Blue Budgie Books (W. & A.K. Johnson and G.W. Bacon Ltd, 1967) - advanced
possessive "s" - Martin's, Jill's	*Martin's Toys, "Jill's Toys"* First Words Series (Macmillan Education, 1971)
my, Daddy's I like ..	*What I like - for boys* Read It Yourself Books, Set B, No. 1 (Reed Education, 1972)
my, Here are	*My Mouse Family* The Mouse Family, Book 2, (A.H. & A.W. Reed, 1971)
I look after my ..	*Pets* P.M. Instant Readers 1R24 (Kea Press, 1970)
my boots/socks, etc.	*Do you know this word? - my* Do You Know Word Books (Methuen Educational, 1972)
phrases introduced by "to"	
to the ..	*Visits* P.M. Instant Readers 1R21 (Kea Press, 1970)
to school, to the shop I am, in a .. I am going	*I am in a tent* Collins Minibooks, Step 1, Book 6 (Collins, 1967)
use of "the"	
the girl is .. the boy is .. up, down	*Up and Down* Little Picture Books (Warne, 1971)
the sun the moon, etc.	*Do you know this word? - the* Do You Know Word Books (Methuen Educational, 1972)
in the sun in the boat, etc.	*Do you know this word?- in* Do You Know Word Books (Methuen Educational, 1972)

BLOCK F

Practice Reading (cont.)

Language Unit	Story
use of "the"	
the big .. a big ..	*Do you know this word? - big* Do You Know Word Books (Methuen Educational, 1972)
I like the ..	*Animals at the Zoo* P.M. Instant Readers 1R23 (Kea Press, 1972)
Look at the ..	*Oh Look at this!* P.M. Instant Readers 1R5 (Kea Press, 1970)
We went to the ..	*Visits* P.M. Instant Readers 1R21 (Kea Press, 1972)
Here is the ..	*Farm Animals* P.M. Instant Readers 1R1 (Kea Press, 1969)
We are going in the car/boat, etc.	*Travelling* P.M. Instant Readers 1R18 (Kea Press, 1972)
The ___ is here	*People We Know* P.M. Instant Readers 1R16 (Kea Press, 1970)
in the water, on the swing, etc., I am	*Me* P.M. Instant Readers 1R9 (Kea Press, 1971)
He is The dog/car, etc.	*Big Brother* P.M. Instant Readers 1R14 (Kea Press, 1970)
She is The baby/table, etc.	*Big Sister* P.M. Instant Readers 1R13 (Kea Press, 1970)
This is the ..	*Round the House* P.M. Instant Readers 1R3 (Kea Press, 1970)
the sun/moon/sky I'm, He's, She's	*I'm Drawing the Sun* Islands Readers A9 (Reed Education, 1972)
"I can .," said the ..	*I run; I fly; I jump; I crawl; I climb; I swim* This is the way I go (Longman, 1971)
The (noun) is .. (noun) is .. jumping, running	*Tim Pretends* Commonwealth Readers Red Books (Kea Press)
Here is the ..	*At the Zoo* Blue Budgie Books (W. & A.K. Johnson & G.W. Bacon Ltd, 1967)
Here is the red .. A ___ is red	*The Red Book* What Colour Is This? Series (A.H. & A.W. Reed)
Here is the white ..	*The White Book* What Colour Is This? Series (A.H. & A.W. Reed)

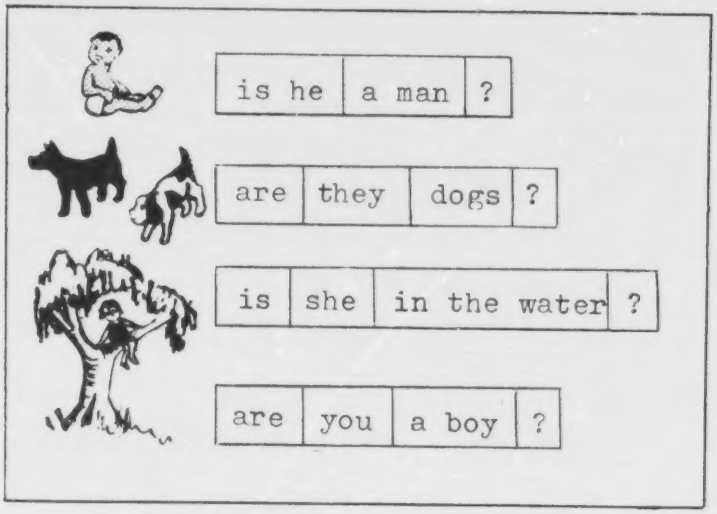
Practice Reading (cont.)

Language Unit	Story
use of "the" Look at the .. Here are the .. cars, bikes, etc. Here is the .. Can you see the .. Look at the .. at the zoo, I am the plane/pilot He is, (noun) is	*The Light Green Book* What Colour Is This? Series (A.H. & A.W. Reed) *The Road* Methuen Caption Book, Red Books (Methuen, 1970) *I see a giraffe* Collins Minibooks, Step 1, Book 2 (Collins, 1966) *Who are you at the zoo?* Methuen Caption Books - The Blue Books (Methuen, 1966) *In the Plane* Reeds Springboard Readers, Book 2 (A.H. & A.W. Reed) - advanced
miscellaneous Here is a car/.. here is a boy/ a girl/a cat, etc. a red car, a big ball, etc. a big pig pigs, etc. one shoe, two shoes one little duck two little ducks a big/little ball .. balls	*Traffic* P.M. Instant Readers 1R2 (Kea Press, 1969) *here is the family* Beginning to Read Series, number 2 (Rigby, 1967) *This Is A Big Box* Islands Readers A16 (Reed Education, 1972) *Pigs* Little Picture Books (Warne, 1971) *Shoes* Little Picture Books (Warne, 1971) *Ducks* Little Picture Books (Warne, 1971) *A ball book* Little Picture Books (Warne, 1971)

For reading practice in small groups, "Yes or No" exercises may sometimes be prepared on the magnetic board. With more advanced readers, each member of the group may have a "Yes" and a "No" card, one of which is held up in response to a story read silently by the children. The sentence may then be read aloud, e.g.

BLOCK F

Practice Reading (cont.)



"Missing words" exercises may also be structured on the magnetic board. When magnetized units and words are used by a small group with teacher guidance, several sentences constructed and re-read by the children may be left in position. While children close eyes, the teacher (or later, another member of the group) removes a word or unit from each sentence and arranges these randomly. Children then reconstruct and read sentences. Later, the practice of reading intact sentences, before their use in "missing words" exercises, may be discontinued.

Worksheets for practice reading may include teacher-prepared stories and exercises involving matching of pictures and sentences as well as "Yes or No" and "Read and Draw" exercises (pp.360-1). Use of "take-home" cards which provide repetition of selected language units may also be continued as suggested previously (p.189).

The following of directions suggested as an oral activity (p.459), may sometimes involve printed forms, e.g.

run to me.	jump to the tree.

During drama, sentences similar to the following may sometimes be read before actions are carried out -

We are in a boat.	We are going in a car.
We are little cats.	We are going to the moon.

(f) Rhythmic Reading

The words of songs which are suitable for rhythmic reading may be prepared on charts or in large class books. As the children "read" with natural language rhythm, the teacher may point. Among the songs used may be included *The Tugboat* (A2): verse 3 (p.480) is particularly appropriate.

Float, float, float,
I'm a little boat.
I'm on the water,
Float, float, float.

The following songs and rhymes are also suitable -

Can You Tell Me? (B4)

I'm Jumping (A1)

Can You Dance? (B6)

Jump, Jump, Jump (M2)

The Koala (F1)

The Cat is in the Plum Tree (T1)

Left to the Window
(Miller & Zajan, p.19)

Here's a Ball for Baby
(Miller & Zajan, p.23)

Climb in the Rocket (p.259)

Hairy Man (p.339)

Is that You? (p.338)

Corroboree (p.338)

Put Your Finger in Foxy's Hole (p.339)

You are So Fast (p.337)

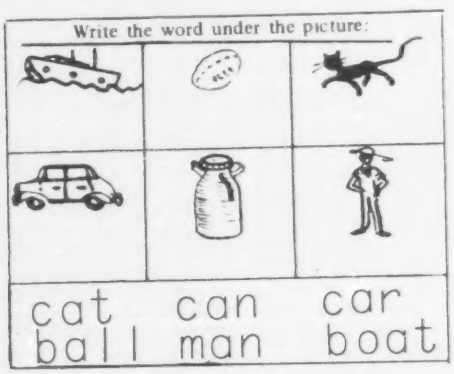
Look at all the Girls and Boys (p.338)

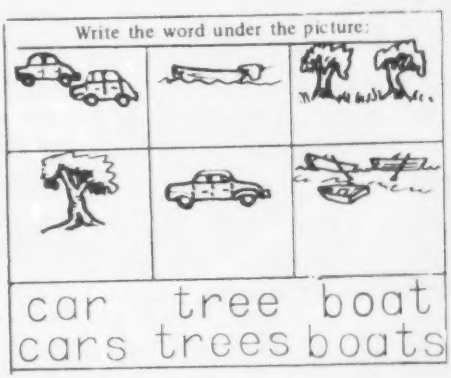
I'm Peeping through the Railings (p.337)

I am an Aeroplane (p.479)

(g) Writing

Writing activities of the types suggested previously (e.g. pp.363-4; 280) may be continued. Some of these activities may become more demanding in terms of word recognition, as in the following worksheets requiring matching of single-word labels with appropriate pictures -





Writing (cont.)

During many activities, notably experience reading, the children may be encouraged to watch actively and to comment as the teacher writes. In particular, children may watch for *Susie's* letter as children's names with possessive "s" marker are written, e.g.

"Ashley's car is red."

Writing experience may be provided as children make entries in personal word books. After copying from a card or slip of paper the word which he requires, the child adds an illustration and reads his word to others in the group. Words may include those introduced into the reading program and any other words which interest the particular child.

Words of the latter group may be requested spontaneously or during a short "Word Time" when each child in turn tells the teacher his selected word and receives it on a slip of paper. (For a detailed description of this approach, refer to *Teacher* by Sylvia Ashton-Warner, Penguin Books, 1966.)

A collection of class word books made cooperatively by children and teacher may also be developed. These may sometimes result from classification activities as pictures are organized into groups, e.g. "animals", "food", "clothes", "vehicles", "tools", "things I can do", "things for a baby".

Children's interest in developing their own word books may be increased by availability in the book corner of suitable commercially produced picture dictionaries and word books. As well as those suggested previously (p.284), the following titles are recommended:

Parts of the Body Words and Pictures, No. 9
(Frederick Warne, 1972)

The Alphabet Book Scott Foresman Reading Systems, Level 1, Book E (Scott Foresman, 1971)

Colours Scott Foresman Reading Systems, Level 1, Book B (Scott Foresman, 1971)

My Pictionary by Marion Monroe *et al*
International Edition (Scott Foresman, 1972)

Presents, Paint, The Red Balloon, In the Rain
Robin and Jane Picture Books by Cecilia & Jean Hinde
(Oliver & Boyd, 1971)

Going Shopping and *In the Garden* Yellow Budgie Books
(A. & A.K. Johnston & G.W. Bacon, 1967)

3. PERCEPTUAL SKILLS

(a) Auditory

Investigating, Recording, and Identifying Sounds

As the present theme is developed, excursions may provide opportunities for recording sounds which are later replayed for identification and discussion by the children. (Refer to previous suggestions, p.365.) Other sounds related to the theme may also be introduced, e.g. a boat anchoring, a plane taking off, a rocket count-down and "blast-off".

Tapes incorporating transport sounds may be prepared for use in the activity *"Which Sound Does Not Belong?"* (pp.365; 191-2).

Auditory Discrimination

Many of the auditory discrimination activities suggested previously may continue to be used, finer discriminations generally being expected. Items in which successful performance depends only on relatively gross discrimination may continue to be necessary for some children. Additional small group experience with material easier than in the following examples may therefore be provided.

"Same or Different?" (pp.366; 282)

boats, boats; toot, tooth; wheel, reel; fast, fast;
bat, but; frogs, frogs; wet, when; pot, pat.

"Pointing" (pp.366; 282)

money, honey; rock, lock; dogs, togs; plane, train; pram, tram;
rocket, pocket; Karen, Daren; tree, three; throw, row; boat, goat.

"Which Word Does Not Belong?" (pp.366; 282; 192)

Magnetized figures, worksheets or pictures mounted on card may be used in this activity, as suggested previously. Word combinations may include:

pear, box, purse, pan
sheep, shark, jug, shell
cat, cup, cot, girl
wire, net, wool, water

Phonic Story Completion (pp.366; 282; 192)

Connected stories as well as individual items of the following types may be used -

I went to the store to buy some f...
When it rained, I got all w...
This is not soft, it's h...
The biggest animal in the world is a w...

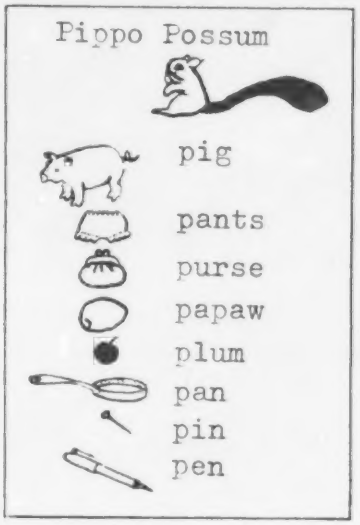
Auditory (cont.)

Bees make h...
Daddy's shoes are bigger than m...
Maggie went for a ride in a b...

Sounds other than those associated with familiar phonic figures may sometimes be selected for attention in the auditory discrimination game, *"Phonic Circling"* (pp.368-9). Other auditory games which may be continued include *"Build this Picture"* (p.367), *Phonic Memory Game* (p.63) and the phonic version of *"I Spy"* (p.282).

Phonic Puppets

Activities of the types suggested previously may be continued with the new puppet, *Willy Wombat*, as well as with those introduced previously. Charts summarizing what each character likes may be prepared, following sorting and labelling activities on the magnetic board (pp.283-4). Such charts provide further experience from which children may base generalizations about relationships between sounds and printed symbols -



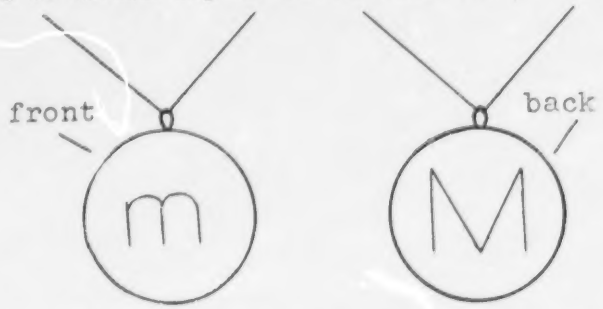
The game,"*Susie Seasnake likes ...*" may sometimes be extended to include children in the group as well as puppets. For example, vehicles illustrated in a transport reading booklet (p.496) may be associated with children or puppets, depending on the initial sound -

Henry likes helicopters.
Susie likes submarines.
Mumma Moo likes motor bikes.
Bobbie likes buses, boats and bikes.
etc.

Auditory (cont.)

"Medals"

To assist in establishing further the association between letters and sounds, a medal bearing the appropriate letter may be made for each puppet. These medals should be identical except for the letters on them - lower case on the front and upper case on the back. (Either the letter or surface on the backs of medals may be a different colour from the front.) e.g.



Every morning, children find the right medal to hang around each puppet's neck. To do this, they must distinguish letters from one another and make the correct association. Other property belonging to puppets may also be labelled with a letter. For example, puppets' boxes may be labelled in this way. The place where a puppet is usually located may also be marked with his or her letter.

Sets of cards bearing the lower-case letter associated with puppets may be used as children sort Treasure Box contents in terms of initial sound. As well as stating which puppet likes a particular object, a child may place the appropriate letter card beside it. Similarly, when playing the *"Phonic Circling"* game (pp.506; 368-9), children may sometimes write the letter beside each picture correctly located, either working from the chalkboard in a group activity or using individual worksheets -

As a recognition activity, children may sometimes watch the teacher write a word, commenting on sounds and predicting what the word will be. This applies especially to words beginning with the sound and symbol of one of the phonic characters, e.g.

BLOCK F

Auditory (cont.)

Willy Wombat	-	We, we, water, woman
Pippo Possum	-	play, playing
Googa Goanna	-	going, girl, girls
Tottie Turtle	-	to, tree
Mumma Moo	-	Mummy, Mummy's, my, me, man
Susie Seasnake	-	school
Henry	-	He, he, home

Comment on word endings may also be encouraged, e.g.

Susie Seasnake	-	possessive and plural "s"
Pippo Possum	-	up
Tottie Turtle	-	at, cat, boat

Rhymes and Finger Plays

Saying and listening to rhymes may continue to develop children's awareness of sound similarities and differences. Among the rhymes used for this purpose should be some which stress *Willy Wombat's* "w" sound, e.g.

Trees in the Wind, p.64

A Little Boy Went Walking, pp.175-6

various rhymes, p.259

What Do You Suppose? p.286

Twinkle, Twinkle Little Star, p.337

The Pocket, p.339

Wouldn't It Be Funny, p.339

Way Down South, p.472

Here is the Beehive, p.478

The following rhymes may also be introduced -

Windy Weather and whistling wind,
Whoo.....Whoo.....Whoo.
Windy weather and whispering wind,
Whoo.....Whoo.....Whoo.

Willy

Willy will not wait for me,
Willy hurries home for tea.
Everywhere that Willy goes
I will follow, this he knows,
But he never waits for me,
He always hurries home for tea.

Winter (listening only)

Listen to the wind,
On a cold winter's day
Whistle around the corners
And listen to it say -
"Whoooo will you come and play?
Will yoooooo?
Will yoooooo?
Will yoooooo?"

Auditory (cont.)

This little pig went to market,
This little pig stayed at home,
This little pig had roast beef,
This little pig had none.
This little pig cried "Wee-wee-wee",
All the way home.

(Children may be encouraged to play this game with the baby at home.)

What will Willy Wombat wear
When the wind blows through his hair?
Will he wear warm woolly clothes?
Willy says, "I won't wear those."
When the wind blows in a storm
Willy's whiskers keep him warm.

When I clean my windows,
I make them clear and bright;
I wash them well, and dry them,
And rub from left to right.

Willy Wally Wombat
Whispers when he talks.
Willy Wally Wombat
Waddles when he walks.

Walking through the jungle
What did I see?
A wild lion staring
At me, at me.

Walking through the jungle
What did I see?
A big owl winking
At me, at me.

(Children suggest additional verses)

Play on the seashore
And gather up shells,
Kneel in the damp sand,
Digging wells.

Run on the rocks
Where the seaweed slips,
Watch the waves
And the beautiful ships.

Children may listen to stories stressing various sounds, particularly the "w" sound. *The Little Indian Boy* ("This Little Puffin", pp.162-3) may be read by the teacher, as appropriate actions are provided by children. Rhymes and stories which feature characters with alliterative names or names beginning with "w" (*Willy's* friends) may contribute to children's awareness of sound, e.g.

Auditory (cont.)

Character	Rhyme or Story
Wee Willie Winkie	Traditional rhyme
Old King Cole	Traditional rhyme
Choo Choo	*Choo Choo: The Story of a Little Engine Who Ran Away* by Virginia Lee Burton (Faber, paper edition, 1971)
Mike Mulligan	*Mike Mulligan and His Steam Shovel* by Virginia Lee Burton (Faber, paper edition, 1967)
Mrs Mopple	*Mrs Mopple's Washing Line* by Anita Hewett (Penguin, Picture Puffin, 1970)
Zozo	*Zozo Rides a Bike* by H.A. Rey (Chatto and Windus, 1954)
Babar Mr Moustache	*Babar Loses His Crown* by Laurent De Brunholt (Collins & Harvill, 1968)
Little Toot, the tug	*Little Toot* by Hardie Gramatky (Worlds Work, 1970)

Songs stressing the "w" sound include -

I Went to School This Morning (Puffin, p.145)

What Will We Do? (Puffin, p.179)

Papaw Patch "Folk Dancing" (Dept. of Education, Queensland, 4th ed., 1965), p.52

Auditory Discrepancy

Auditory discrepancy activities of the type suggested previously (pp.370-1) may be continued, e.g.

"What was Silly?"

1. My cat has six puppies.
2. The baby threw our refrigerator out of the window.
3. Our dog likes to sleep in a cup.
4. Before we eat lollies, we clean our teeth.
5. The koala bear wagged his tail because he was so happy.
6. I need some salt to make my tea sweet.
7. I want a big round square.
8. A wild butterfly is chasing me.
9. Those white feathers came from a sheep.
10. Mummy said, "Don't get wet when you go for a swim."

Auditory (cont.)

"Which One is Right?"

1. A banana is a fruit.
   A banana is an animal.

2. Trees can fly.
   Bees can fly.

3. You can ride in a horse.
   You can ride on a horse.

4. You put butter on bread.
   You put bread on butter.

5. Wool is hard.
   Iron is hard.

6. Bags have handles.
   Balls have handles.

7. Babies are old.
   Babies are young.

8. You can see the sun in the day.
   You can see the sun at night.

9. A frog is bigger than a cat.
   A cat is bigger than a frog.

10. I have one nose.
    I have one ear.

"Mistakes" is another game involving auditory discrepancy. The teacher warns children that she may make a mistake. She then says a well-known rhyme or retells a familiar story. Children listen and indicate any errors, e.g.

Humpty Dumpty sat on a ball,
Humpty Dumpty had a great fall,
All the King's turtles and all
the King's men,
Couldn't put Humpty together again.

Connected stories may sometimes be used for auditory discrepancy. Particularly suitable is -

Willy the Wisher and Other Thinking Stories
by Carl Bereiter and Valerie Anderson
(Open Court Publishing Company, 1970)

Auditory Memory

Children may follow series of instructions, some of which involve an understanding of spatial terms, e.g.

Auditory (cont.)

"Stand behind your chair then put your right hand on your head."
"Boys, stand near the door then turn around three times."
"Joanie, sit between two boys, then hold up your picture."
"Hop to the door then wave your left hand."
"Run to the fence; pick up a leaf then jump over the rope."

Rhyme

Saying and listening to rhymes may be continued. Among the rhymes used are some which may serve a purpose other than developing auditory skills. For example, some of the following rhymes provide early experience with counting by 2's -

Two, four, six, eight.
Meet me at the garden gate.
If I'm late, don't wait.
Two, four, six, eight.

Come to the zoo, do do do.
Feed the elephants and monkeys too,
Look at the peacock's feathers of blue,
See the lions and the kangaroo.
There's fun for you too
At the zoo, zoo, zoo.

All the feet
Of five tall men -
Count them:
2, 4, 6, 8, 10.

2, 4,
6, 8, 10.
Ten feet
On five tall men.

Daddy's hat
Looks like that -
Big and round
With a brim that's flat.

Inventing and Completing Rhymes

Children may be encouraged to invent rhymes, some of which may be recorded on experience reading charts or in books. Re-reading of number rhymes may contribute to developing recognition of numerals and words, e.g.

1, 2, 3, 4
Little girls are at the store.

1, 2, 3, 4, 5, 6
That's my cat,
See how she licks.

1, 2
I like you.

Auditory (cont.)

Completion of rhymes may be continued as suggested previously (pp.372; 286-7). The following new rhymes are suggested -

Fast, fast,
I'm a plane,
Slowly, slowly,
I'm a (train).

It has oars
And it can float.
You can row
This little (boat).

My feet will take me
Near or far.
But wheels, not feet
You'll find on a (car).

To cross deep water
We go by boat.
A car would sink
But a boat can (float).

This thing moves
Above the floor,
Opening and closing -
It's the (door).

He's small and grey,
He scampers away;
A cat in the house
Frightens the (mouse).

What is white?
The stars at (night).
The lettuce I've seen
Is always (green).
Yellow is a papaw
That is sweet,
Yellow is the papaw
Ripe enough to (eat).

Supplying Rhyming Words

A version of the language game, *"What is it?"*, in which rhyme is used as a clue may be played, e.g.

You sleep in it,
It rhymes with "red".
What is it?

It can swim,
It rhymes with "dish".
What is it?

It smells nice,
It rhymes with "nose".
What is it?

It purrs,
It rhymes with "hat"
What is it?

You sit on it,
It rhymes with "bear".
What is it?

You wash dishes in it,
It rhymes with "pink".
What is it?

It shines at night,
It rhymes with "bright".
What is it?

It shines in the sky,
It rhymes with "car".
What is it?

It gallops,
It rhymes with "sauce".
What is it?

You put things in it,
It rhymes with "rocket".
What is it?

BLOCK F

Auditory (cont.)

Word matching strip books have been recommended previously in *reading* and *visual skills* sections of the program (e.g. p.132). By combining rhyming words in strip book form, suggested activities may also contribute to the development of *auditory* skills. For example, books containing the following word combinations may be among those prepared -

cat	big	run	can	tin	hen	mug	ring
mat	pig	sun	man	pin	men	hug	sing
hat	tig	gun	tan	fin	pen	tug	wing
pat	wig	fun	pan	bin	ten	jug	king
fat	fig	bun	fan	win		rug	
bat	dig	nun					
rat							

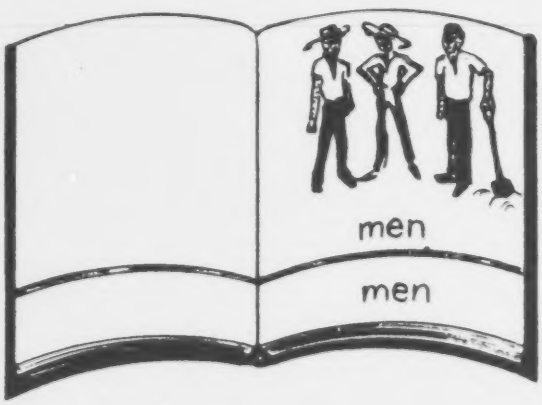
Pictures for possible inclusion in strip books may be discussed by children and teacher to ensure that children's labelling of selected pictures does not conflict with the printed labels, e.g. "rug" for "mat", "hug" for "kiss", etc. The meaning which children give to words such as "can", "tin"; "rug", "mat" etc. may also be investigated through use of descriptive language games, e.g.

Descriptions (p.334)

Is It Like This? (p.334)

Definitions (pp.334-5)

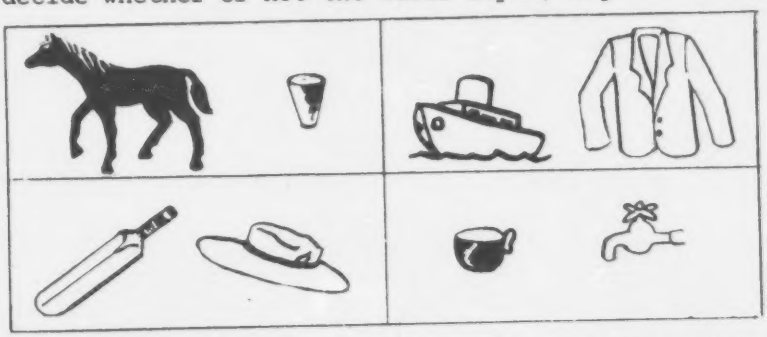
As the rhyming words in the upper section of a completed book are reviewed, children may say each word, and listen while others say it. In addition, as attention is drawn to the initial sound, the associated letter may be noticed. Children may then match each illustrated word with the corresponding word in the lower section of the book, e.g.



Auditory (cont.)

"Do They Rhyme?" (p.287)

Pairs of pictures, the names of some of which rhyme, may be duplicated for use in a pencil and paper activity. The objects in each pair are named. Children say each pair of words and listen while others say them. They then decide whether or not the words rhyme, e.g.



Children may listen to *stories* which provide further experience with rhyming words, e.g.

Fire! Fire! said Mrs McGuire adapted by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)

A Dragon in a Wagon by Janette Rainwater (Golden Press, 1966)

The Together Book by Revena Dwight, A *Sesame Street* Book (Golden Press, 1971)

Hop on Pop by Dr Seuss (Collins & Harvill, 1964)

The Nose Book by Al Perkins (Collins & Harvill, 1971)

The First ABC by Frank Waters (Franklin Watts, 1970)

(b) Visual

Tachistoscopic Program

Sequencing of shapes (Set B) may be continued as suggested previously (pp.373; 288). Matching, tracing and vocal response to projected words may become increasingly prominent in the visual skills program. (Refer to pp.373; 350; 271-2.) Sometimes children may build, then read sentences as they match several slides in succession, e.g.

Daddy	is	big	.

Visual (cont.)

Visual Discrimination

Items presented in familiar activities may require finer discrimination by the children, e.g. "can", "car"; "bat", "hat". Word matching using strip books of rhyming words provides one means of introducing fine visual discrimination. For other suitable activities, involving visual discrimination, discrepancy, sequencing and association, refer to previous suggestions (e.g. pp.373-5; 460; 289-290).

4. DISCOVERY

Colour

Naming of colours may continue to be encouraged during many activities. "Tell Me" Time may provide opportunities for incidental comment on colour as well as colour identification. This activity may also increase children's experience with the language units, (noun) are, and (noun) is, e.g.

"Lemons are yellow."
"Our flowers are yellow."
"The sun is yellow."
"A crow's beak is yellow."

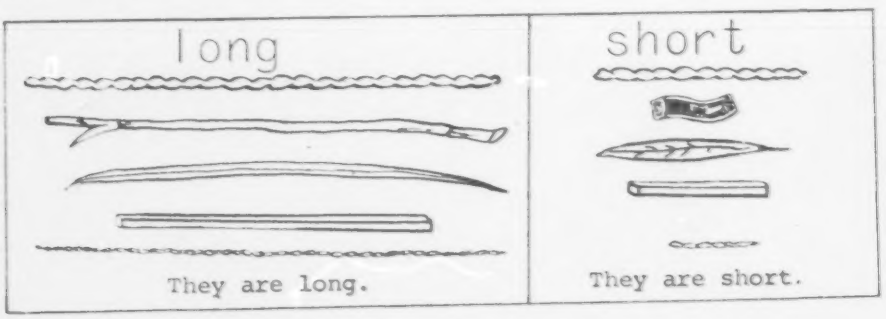
Size

Activities designed to develop concepts of size may be continued as suggested previously (e.g. pp.376-8). During all such activities, children may be encouraged to express their observations. Global terms of size such as "big" and "small" may be expected to occur less as children develop more refined concepts of length, height and width.

After the children's exposure to a term in a variety of meaningful situations, a more structured activity may be introduced to check children's acquisition of the concept and provide further experience for those who are uncertain.

Using two contrasting terms, e.g. "long" and "short", children may sort objects into two heaps. By omitting from the collection objects whose lengths (or heights) are in the middle range, the teacher may provide a natural dichotomy for the children, thus avoiding the need for arbitrary assigning to groups.

As children sort, each item is labelled orally, e.g. *"This is long."* Written labels may sometimes be displayed with completed groups while occasionally objects may be glued or stapled on to classification cards (p.492) or experience charts or books, e.g.



Size (cont.)

Reference to more than one attribute of an object may be encouraged. It is expected that at this stage most children will use separate statements to comment on each of two attributes. The teacher, and perhaps advanced children in the group, may provide experience with statements of a more advanced type, e.g.

Teacher: *Tell me about this one.*

Child 1: *It is tall.*

Child 2: *It is skinny.*

Teacher: *Yes, it is tall and skinny.*

The game, *"Similarities and Differences"* (p.328) may be structured to provide experience of the above type. This may be achieved by providing several pairs of objects which are left on display as each of the pairs is discussed in turn. Pairs of objects may include tins or wooden dowelling cylinders that are :

tall and fat/thick/wide, tall and skinny/thin/narrow;
short and fat/thick/wide, short and skinny/thin/narrow;
tall and fat/thick/wide, short and fat/thick/wide;
tall and skinny/thin/narrow, short and skinny/thin/narrow, e.g.

As well as using terms of size to describe objects, children may *respond* to such descriptions as the games *"Construction"* (pp.373-4) or *"Choose the Right Picture"* (pp.463-464) are played. Following the teacher's directions (p.459) may also provide experience of this type. e.g.

"Run to the big yellow rectangle."

Children may listen to the following rhyme and later locate or create pictures or models of the dogs described -

Dogs

The dogs I know
Have many shapes.
Some are big and tall,
And some are long,
And some are thin,
And some are fat and small.
And some are little bits of fluff
And have no shape at all.

Seriation

During seriation activities, statements from the children as they manipulate materials may continue to be encouraged. Ordinal terms may more frequently be introduced during such activities as children either use the terms themselves or respond to the terms, e.g.

Teacher: What colour is the first tower?

Child: It's red.

Teacher: Yes, the red tower is first. The blue tower is _____.

Some seriation in terms of weight may be introduced, using only three or four objects of fairly gross weight difference. Children first handle the objects estimating their relative weight and discussing which is "heaviest" and which "lightest". After arranging objects in order, children may further investigate weight relationships as they use a balance and discuss what happens.

To introduce cardinal number into seriation, bars or towers of interlocking cubes or blocks, or strings of identically-sized beads may be used. It is recognized that children's seriation will depend upon perception of length difference and not on discrete number. However, after arranging bars, towers, or strings, children's attention may then be focused on the number in each.

Number cards for each bar or tower may be selected and the bars with the "biggest" and "smallest" numbers may be identified. Children may be encouraged to use the terms "more" and "most". Some listening experience may also be provided in the use of the term "fewer than".

Estimation

Estimation continues to be important in developing concepts of quantity and should also support children's development of favourable self concepts as each child's opinions are perceived to be valued.

A great deal of meaningful experience may be provided with the term "equal", including negative instances and the expression "... not equal". The language of the teacher and of some children may help others in the class relate the term "equal" to other terms which may be more familiar to them, e.g.

"Yes, they are the same. They are equal."

During many activities, children may estimate whether two objects are equal in height or length. After checking by direct comparison, they may estimate what, if anything, needs to be added to one length to make it "equal" the second. Children may also locate an object or combine several objects which they think will "equal" the length or height of a given article.

Estimation (cont.)

When units such as interlocking cubes, Cuisenaire rods, or magnetized discs are used, children may estimate how many should be added or subtracted from one quantity to make it "equal" to another. They may also estimate how many rods of a particular colour "equal" another rod or combination of rods.

Children may examine a number group, e.g. shells on the mat, pictures on the magnetic board, or a bar of interlocking cubes, and estimate how many must be added or subtracted to result in a given number -

Child: *There are three shells.*

Teacher: *How many more will you get to make five?*

Estimating size relationships may be extended to include evaluation in terms of proposed fit, e.g.

"Can we put Jenny's boat inside this box?"
"Will Frankie's car fit under the cupboard?"
"Will all of our big blocks fit into this box?"
"Will the red box fit inside the blue box?"
"Will the blue box fit inside the red box?"

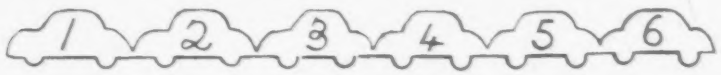
As they check their estimates, children may be encouraged to use the expressions "too long/wide" etc. and "high/wide enough", e.g.

"Frankie's car is too high to fit under the cupboard."
"The yellow box is big enough for the puzzle."

Other activities, including estimation of number and number relationships, may be continued as suggested previously (pp.380; 293).

Measurement

Children may continue to be involved in measuring activities of the types suggested previously (e.g. pp.381-2). Following measurement activities with discrete units of length, children may sometimes measure using arbitrary units consisting of strings of paper cut-outs, e.g.



Simple food-preparation activities may provide highly meaningful measurement experience and may contribute to the development of many types of mathematical concepts, e.g.

Measurement (cont.)

"half"	cutting cherries into halves for noses of gingerbread men; cutting oranges into halves to prepare orange drinks; dividing continuous quantities into "half", e.g. milk, dough, biscuit mixture, sometimes colouring halves differently with food colouring; cutting cheese squares into halves;
one to one correspondence:	matching glasses of juice with children; matching cherry noses with gingerbread men; checking to see if the number of red jellies equals the number of yellow jellies;
one to many correspondence:	providing two currant eyes for each gingerbread man; two cups of milk for each dish of junket.

Purposeful measurement experience for children in the upper school may include weighing and selling suitable food, e.g. small quantities of dried fruit wrapped in plastic film or portions of cheese produced by repeated halving of a large block. Interest of young children may be stimulated as they watch older children preparing and selling food.

Experiences which introduce ideas about the need for measuring may be continued. In one such activity, children may be shown a frame representing a window. Using paper as "glass", children then attempt to cut a piece that would fit the "window". They may check their attempts and discuss ways of improving the fit of their "window-panes".

Number

Previously suggested number activities may be continued as is appropriate for the children in the group. Experiences of the following types may be included:

BLOCK F

Number (cont.)

Program Page	Activity
382-3	"Number of the Day"
382	counting concrete objects
382; 294-5	writing numbers
295	responding to numerals
138	responding to oral instructions involving number terms
385; 383	using a number line
295	rhythmic counting
512; 386; 296; 202; 139-140	saying number rhymes
386; 139	dramatizing number songs and games
294	investigating number properties of environmental materials
294; 138	compiling number books
294-5; 203	reviewing number pictures and books
383-4; 78-9	comparison of number
380; 296-7	meaningful listening experience and oral use of terms, e.g. "more than", "most", "equal", "not equal", "fewer than", "as many as"
386; 322; 296	adding, subtracting and halving using concrete materials
380; 293	estimation of number
384-5; 294; 332; 204; 201	playing number games and using puzzles
294; 203	using worksheets and card material

Counting by twos may be introduced through various activities. Rhythmic counting (p.295) may provide appropriate experience as children count and stress even numbers vocally, through phrasing, and by percussion, e.g. clapping, drumming, or tapping rhythm sticks. As the accent on even numbers is increased, that on odd numbers may be reduced to a whisper and then become subvocal as they are mouthed by the children, e.g.

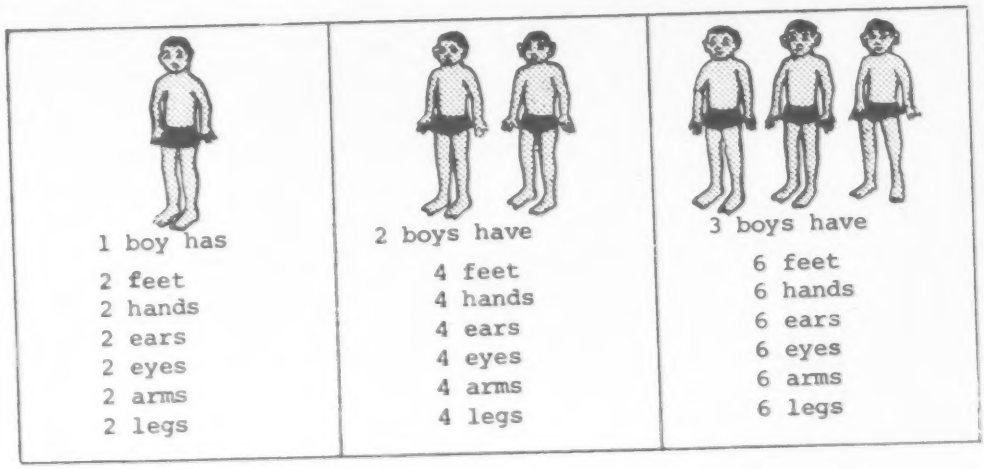
/ / / /
1, 2, 3, 4, 5, 6, 7, 8 ..

Number (cont.)

Rhythmic counting of this type may then be applied to counting actual objects, e.g. beads in a counting frame or a long bar of interlocking cubes grouped in twos by colour.

Through such practice and through experience with number rhymes involving counting by twos (p.512), children may progress to counting groups of two, rather than counting by ones with stress on even numbers.

Objects which normally occur in twos may be selected for further practice in counting by twos. This may include counting the feet of a row of children, and counting their hands, ears, eyes, arms and legs. By encouraging the children to comment, the teacher may help them to observe patterning in numbers. Occasional written records may provide further opportunities of this type as well as concentrated practice with plural forms, e.g.



Other pictorial representations used for counting by twos may include magnetized pictures of pairs of shoes, cut from magazines or made by paper folding and cutting. Shoes may be grouped in correct "pairs", sorted, and counted. Children may be encouraged to use a second basis for classification. For example, after sorting in terms of colour, shoes may be reclassified as men's, women's, or children's shoes, numbers in each group being counted by twos and, to verify the total, by ones.

"Socks" of various sizes and colours may be cut from coloured card or paper and pegged in pairs on a "clothesline" for number activities. Pairs of the hand- and footprints of children in the group may provide further practice in counting by twos.

Experience in repeated subtraction of 1, i.e. counting backwards, may be provided through use of concrete materials and sometimes through pictorial representation, e.g. using magnetized pictures. Other activities may include joining in with a recorded rocket "blast-off" and

Number (cont.)

counting up and down a number ladder. In schools that have stairs, numbers may be painted so that correct orientation of the symbol is provided as children ascend or descend. A large number line and a series of numbered circles, painted on cement or on a verandah, may be used to provide experience in both counting backwards and counting by twos.

Comparison of number may often be preceded by estimating whether the number of objects in two groups is "equal" and, if not, estimating which group has "more". Checking by one to one correspondence, sometimes using a 10 x 10 grid or mat, may follow. Similarly (pp.383-4) children may examine three groups of objects, attempting to identify the group that has "the most". Children then check by aligning objects, discussing what they observe.

Comparison of number may follow the teacher's naming or writing of two numbers, and asking the children which is "bigger" or means "more". Discussing problems of this type may challenge advanced children to deal with abstract number. Checking with concrete materials provides feedback for these children while continuing experience with concrete number for others in the group.

Experience with number operations may be provided through activities of many types. As sets of objects are combined, children may check the total by counting aloud or by other forms of one to one correspondence, e.g. by using match-box number trains (p.387) or, when the elements of the set are large, by using a series of numbered circles. Through use of Cuisenaire rods, children may gain experience with the idea of equality related to addition. Expression of relationships using the term "equal" may be encouraged, e.g.

"Red and yellow equals black."

As well as finding the rod which equals a given combination and building "trains" that equal a given rod or rod train, children may be asked to find out whether one train of rods "equals" another rod or train, e.g.

"Are these yellow rods equal to two black rods?"

When using interlocking cubes, particular number groups may be indicated by combining cubes of the same colour. Activities may include using cubes of one colour to build a bar "equal" to a given combination. Children may become accustomed to stating what they discover, using the term "equal", e.g.

"Two and three equals five."

Measurement (cont.)

Many opportunities arising throughout the day may be used to extend children's measurement vocabularies. The following terms may be among those in which meaningful experience is provided:

more, less, the most; all of, half of; full, empty;
thick, thin; shallow, deep; wide, narrow; high, low;
as tall as; taller than, etc.

Number

Many of the number activities described previously may be continued, either in their suggested forms or modified to meet the present needs of various children in the group. (Refer to pp.521-525; 382-7; 294-6.)

Children may be encouraged to notice and comment on number attributes of various materials and events, as opportunities arise throughout the day. An interest in the number properties of plants may develop from investigation of some items. Children may notice interesting regularities in the grouping of leaflets and petals. In particular, "fiveness" may become a focus of attention.

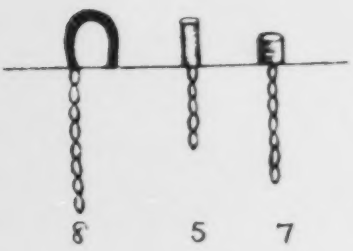
Children may be encouraged to investigate variability in the number of petals or leaflets in a group. Simple records of some such investigations may be kept, using actual pressed flowers and leaves, or children's leaf prints or spatter paintings, e.g.

We brushed paint on top of these leaves.

Other aspects of patterning in plant life may also be noticed, e.g.

size gradation of leaflets;
symmetry of leaves;
arrangement of leaves in 'pairs' or in spirals;
number of points or segments of leaves;
number and relative size of segments in grass stems;
number, and spacing of concentric rings in wooden discs (p.616)
or ends of logs.

Number (cont.)



Children's investigations of magnets and the materials which they attract may lead to investigating the relative strength of several magnets by finding which can hold "the most" paper clips in a string. This activity may provide experience in counting, comparison of number, and perhaps recording as children attempt to draw each magnet with the appropriate number of units attached. (A guide line on which to draw magnets may facilitate comparison.)

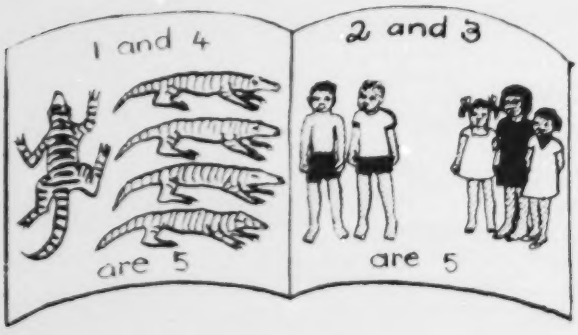
Experience with the term "the most" may be continued in many other situations when children examine several groups of objects (e.g. pp.524; 383-4). They may also begin determining which of several numerals "means the most." Discussion of ball game scores (p.625) may provide an intermediate stage as these numbers arise from experience with concrete number. Children may then progress to examining several numerals, deciding which means "the most" and finally checking with concrete objects by matching.

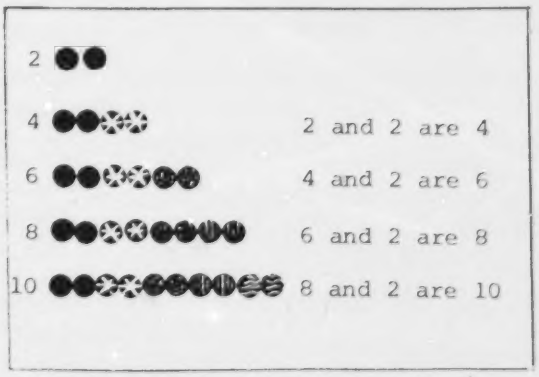
Experience in number operations may continue to be provided as suggested previously, e.g. pp.524-5. This should include activities with structured materials as well as with other concrete objects. In the latter case, experience may frequently be provided incidentally as opportunities arise, e.g.

Child: *You can take two of my crayons, Sonya.*

Teacher: *How many will you have then, Barbie?*

Simple recording of experiences in number operations may result in number books and charts which also provide reading practice with the printed word, "and", e.g.





Number (cont.)

"Build This Story"

Practice with number operations may sometimes be provided through telling of stories which stress ideas of number, either by the teacher or, later, by a child. Concrete objects may be used by the listening children to "build" the story as it is related. Each child may first be equipped with a collection of materials, e.g. 10 cubes, a box of seeds or pebbles, six lids and a box of Cuisenaire rods or used matchsticks. These may be distributed by children before the story begins, thus providing experience both in one to one and one to many correspondence.

As the story is told, children select units to represent characters or objects and add or subtract appropriate numbers as the story develops, e.g.

"... and along came two more tigers ..."

"... The six little ants hurried about on the hot rock. A big frilly lizard was sneaking around and he crawled down on to the hot rock and gobbled up all of the ants ..."

Numbers of objects may be checked at the end of the story and perhaps at occasional pauses as the story develops.

Although this activity should usually involve each child in manipulating his own set of materials, stories may sometimes be told similarly while the changing scene is constructed on the magnetic board by some of the children. This type of activity may be particularly useful in an abbreviated form with a small group of children, since participation by all members of the group then becomes feasible.

Materials used for *"Build This Story"* may include number rhymes and songs, stories invented by members of the group or selected from published material, e.g.

One Two Three Going to Sea by Alain
(Scholastic Book Services, 1966)
Three Jellyfish (Puffin, p.110)
Roll Over (N2)
Five Little Candles (D4)
Two Little Ducklings (p.628)

Children's gradual progress towards abstraction in number operations may be reflected in their reduced need to rely on immediate visual information. Activities should provide opportunities for children to operate at the highest level of abstraction at which they can succeed. In a suitable activity of this type, a tin or bucket into which children cannot see may be used. Large units such as plastic lids may then be dropped into the container as children watch and comment. More objects may then be added or subtracted as children attempt to compute the number in the container. A visual check may then be made by the children.

Number (cont.)

Since it is to be expected that performances from children in the group will vary greatly, the above activity may sometimes be used for a few minutes with a small number of the children during group work.

As addition operations are discussed, meaningful listening experience in the use of the term "plus" may be provided, equating it with the earlier term "and" which should also continue to be used.

Experience in estimating "half" may be provided with both continuous and discrete quantities. After attempting to halve bars of interlocking cubes, children may be encouraged to state what they have found.

Child: *I got three here and three here.*
Teacher: *How many did you have before?*
Child: *Six.*
Teacher: *Hold up one half. Now tell us about half of six.*
Child: *Half of six is three.*

Number operations may sometimes be carried out in directed activities as each child uses a set of concrete materials and reports what he finds. Items of the following types and those suggested previously, e.g. pp.524-5, may be used:

(1) Put four lids in front of you.
Now put two bean seeds into each lid.
Find out how many seeds you need altogether.

(2) Put out this number [9] of seeds.
Now put out this many [3] of lids.
Who could share out the seeds into the lids
so that each lid has the same number?

(3) How many boxes of plasticine are here? ...
I'm going to share these boxes between Sandra and Malcolm. Watch and tell me if the shares are equal or not equal. ...
I had ten boxes. You get that many cubes and show how you make two equal shares.

(4) There were three caterpillars on a leaf.
Put out some sticks and pretend they are the three caterpillars. ... Now be a hungry bird coming along and eat up three of these caterpillars.
How many caterpillars are left on the leaf?

Practice in associating numerals and number groups may continue, both by writing (or selecting) numerals in response to groups of things or actions and responding to numerals through action or by structuring groups of objects. Experience of the latter type may include shopping activities in which children use a purse of one cent pieces, counting out the required number in response to price labels.

Number (cont.)

Number games may be among the means used to provide experience of both the above-mentioned types, e.g.

"Skittles" may be played with children recording scores;

"Bowls", modified so that children score one point for each ball* which they knock from a line, may also provide experience in writing scores;

"Dice games" may provide experience in making the required number of moves in response to a numeral. Games may be played using a prepared board (p.525), a number line or ladder.

In *target games* played either with bean bags on a horizontal target or balls on a vertical one (p.535), children identify the number which they hit and respond by getting that number of units, e.g. beads, chips or interlocking cubes. Each player may have several turns and may attempt to keep count of his total number of units, with help from the group as required.

"Musical Numbers"

Children move about rhythmically in an open space as music is played. The teacher then stops the music and calls out a number, simultaneously holding up the appropriate numeral card. Children join hands to form groups of that number. Each child moves quickly so as not to be "left over" after groups of the required number are formed. Further brief experience with mathematical language may be provided as the game progresses, e.g.

"We have six threes and one person left over."

In a later variation of the game, the teacher holds up a large numeral card and the *children* call out the number before grouping themselves.

Interest in the varying number of children who are "left over" may be fostered. This may lead to another activity, this time involving one to one correspondence as well as quotition. Instead of grouping themselves, children may, in the place of each child, use a lid or box labelled with his name. Children may experiment with groups of various numbers, sometimes guessing how many "whole" groups they can make and predicting whether or not there will be "any left over". (If the class is large, the number used may be limited to a small group involved in the activity or to lids or boxes representing either the boys or girls in the class.)

---

* *"Scoots"* may also be used. Refer to Equipment Appendix, p.650

Number (cont.)

Experience with the terms "few" and "many" has previously been provided incidentally and by sorting of number cards which fall into a natural number dichotomy (p.523). Such activities may be continued and may also lead to the preparation of a book which summarizes these experiences, e.g.

The game *"Noughts and Crosses"* or *("Tic Tac Toe")* may be introduced. As well as providing number and spatial experience, this game may foster cognitive skills by stimulating children to plan actions and anticipate those of others. Manipulative skills may also be promoted as children draw either on paper or, to increase the game's out-of-school appeal, in the dirt.

Rhymes, some with actions, may continue to provide number experience. The following rhymes are suggested:

Rhyme	Page	Rhyme	Page
All the Feet	512	*One, Two, Me and You*	296
Two, Four, Six, Eight	512	*Who's That Knocking?*	128
Here is the Beehive	478	*A Bird has Two Legs*	296
Rose, Rose	476	*Six Ripe Plums*	262
Timothy Tim	476	*One and One are Two*	262
Up in Danny's Mango Tree	473	*Counting Toes*	202
Big Shirts and Little Shirts	472	*Jump with Two Feet*	202
Roll Over	386	*I have Ten Little Fingers*	202
Great Big Bullfrog	386	*One Mother Hen*	202
One Potato, Two Potatoes	385	*Mangoes*	140
One, Two, Three	371	*Kangaroos*	139
Apple Picking	370	*In the Tree*	107
Five Little Possums	340		

We're inside the rocket
There's just enough room.
Here comes the countdown -
10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0,
And Zooooooooom!

1, 2, a pair for you,
3, 4, knock at the door,
5, 6, pick up sticks,
7, 8, lay them straight,
9, 10, a big fat hen.

Number (cont.)

The busy hens will cluck and lay
Big brown eggs in the nest each day.
Sometimes one, sometimes two (etc.
to 10)
Here's my basket, round and wide,
I will put the eggs inside.

(Children count "eggs" as they are placed in the basket)

2, 4, 6, 8
Bruce is waiting at the gate.
He has bottles in a crate,
2, 4, 6, 8.

How many puffs
Will tell the time
From this fat, fluffy
Dandelion?

(Group counts as one child blows the "dandelion")

One, two, three, four, five,
Thumb and fingers all alive,
Stretch them out straight
Then curl them up tight.
Five on my left hand
And five on my right.

"Count up my eggs", said Mother Hen,
"See, there are 2, 4, 6, 8, 10."

One red engine is puffing down the track,
One red engine is puffing back.
Two red engines are puffing down the track,
Two red engines are puffing back. etc.

(Repeated addition is followed by repeated subtraction. "Engines" may be children or sometimes red rods.)

Show me 10 little children standing up straight.
Show me 9, show me 8
Show me 7 little fingers lying on the table.
Show me 6, show me 5, if you are able.
Show me 4 little birds sitting on a wall,
Show me 3, show me 2.
Show me 1 little finger touching your head
Now clap them all together
And put them to bed.

Number (cont.)

One puppy, two puppies,
Three puppies, four
Are fast asleep on the kitchen floor.

One kitten, two kittens,
Three kittens, four
Wake the puppies on the floor.

With one yap, two yaps,
Three yaps, four,
They chase the kittens
Through the door.

Farmer Brown has one little dog,
"Woof!"
Farmer Brown has two little cats,
"Miaow!" "Miaow!"
Farmer Brown has three little goats,
"Maa!" "Maa!" "Maa!"
Farmer Brown has four little cows,
"Moo!" "Moo!" "Moo!" "Moo!"
Farmer Brown has five little ducks,
"Quack!" "Quack!" "Quack!"
"Quack!" "Quack!"

(Children may suggest other animals and sounds)

Two little ducklings
Were waddling off to swim
Along came another two
Then four went splashing in.

Swim to the island,
Swim in and out,
Swim little ducklings,
All round about.

Four little ducklings
Were waddling off to swim,
Along came another two
Then six went splashing in.

etc.

(Continue with refrain and additional verses)

Get one stone and drop it in,
How many stones are in the tin?

Get three more stones and drop them in,
How many stones are in the tin?

Take one stone out of the tin
How many stones are still left in?

etc.

(Numbers of stones added to or subtracted from the tin may be varied. Children calculate the total number in the tin as each operation is performed - p.623)

Number (cont.)

There are 10 big buns in the baker's shop,
Sticky and sweet with sugar on top,
Eileen came in with two cents to pay,
She bought one bun and took it away.

There are 9 big buns in the baker's shop,

etc.

Last verse -

There are no big buns in the baker's shop
Sticky and sweet with sugar on top,
Vincent came in with two cents to pay,
But no buns were left so he went away.

(Children use actual 1 cent coins with which to buy "buns")

One to One Correspondence

Valuable experience in one to one correspondence may continue to be provided incidentally, e.g. as children check that there are "enough" pieces of dough for each member of the group. Similar activities may be used to provide informal experience in one to many correspondence. Such activities may sometimes involve children in grouping themselves "in pairs" or "in threes" to share items of equipment.

Frequent opportunities may be provided for children to deduce cardinality of a set from the known cardinality of a second set which has been demonstrated as equivalent. Verbalization of such ideas may be encouraged, e.g.

Teacher: *How many boys did you count?*
Child: *Five boys.*
Teacher: *Each boy is holding a book.*
How many books are there?

Through pictorial or other diagrammatical representation of number relationships, children's experience in one to one correspondence may be extended. For detailed suggestions refer to books listed on p.576 and activities described on pp. 620; 622; 526; 387. Diagrams resulting from investigations such as the following may also be produced:

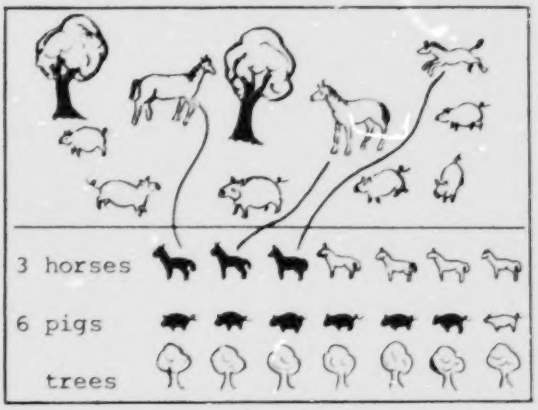
colour of clothes - After discussing colour of clothing, children may use coloured cloth to prepare collage pictures of themselves. (Papers of identical size should be used.) Children then paste their drawings in columns or rows according to colour of clothes.

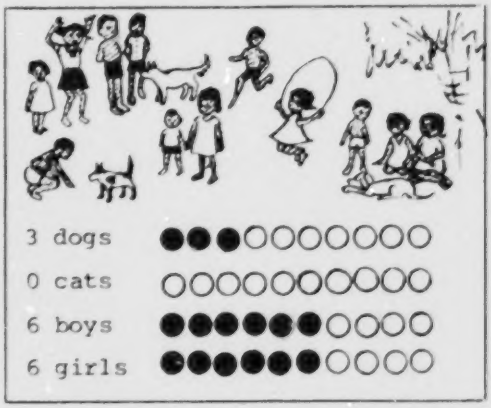
favourite colour - From a box of assorted Unifix cubes (or coloured beads or blocks of uniform size), each child selects one which is of his favourite colour. Units of the same colour are then made into columns and numbers compared. A permanent record of favourite colour may result as each child selects a coloured paper square, writes his name on it, and adds it to others of the same colour to form a row or column.

One to One Correspondence (cont.)

pets - Each child makes a picture of each pet in his household, using a paper or papers of uniform size on which to draw. The names of pets may be added by the child or teacher before pictures are sorted into groups - cats, dogs, possums, horses, etc., and pasted in columns or rows.

Using worksheets, children may colour in a pictorial or abstract symbol for each illustrated item of a particular class. If a child is unsure of the accuracy of his matching, he may draw a line to link each coloured symbol to a corresponding object illustrated in context. Children may then discuss their completed diagrams in terms of cardinality and equivalence of sets, such discussion providing further experience with mathematical terms, e.g. "the same number", "equal", "not equal", "more than", "the most", "the biggest/smallest number". The number of items in each set may also be written:





Sets

Activities providing experience with "set" ideas may be continued as suggested previously, e.g. pp.563; 387-8. Language practice in the use of "not" and "don't" may be provided through some such activities, particularly partitioning of sets. For example, a set of animals may be divided into subsets of "animals that can/cannot fly".

Children may be encouraged to sometimes draw sets which they have constructed, experience in one to one correspondence being provided as they do so.

As a group activity, children may sometimes use arrows to link elements in two sets. For example, elements in a set of people may be linked to those in a set of clothes, indicating the relationship, "wears". After linking, children may express the relationship for each pair of items, e.g.

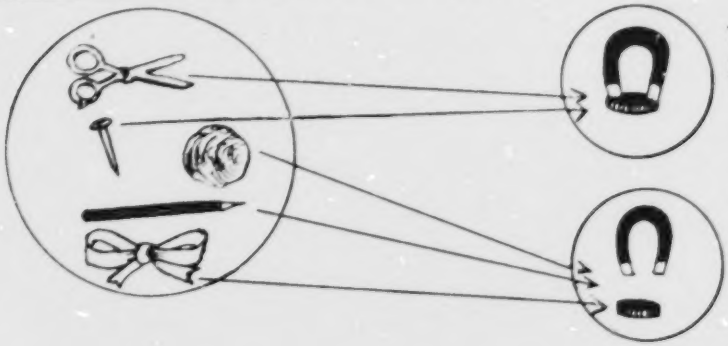
"The man wears the riding boots."
"The baby wears the nappy."

etc.

Sets (cont.)

Use of simple mapping* techniques for recording partitioning of sets may also be introduced, particularly as summaries of discovery activities. Arrows of a different colour may be used for each subset which should also be bounded in that colour, e.g.

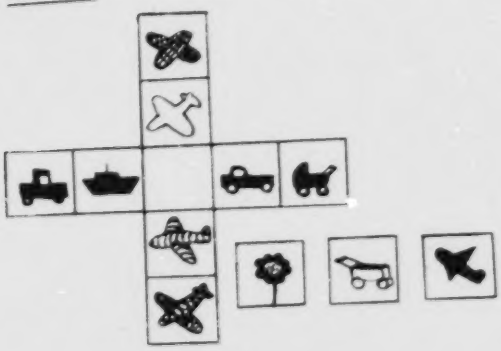
Can a magnet pick up these things?



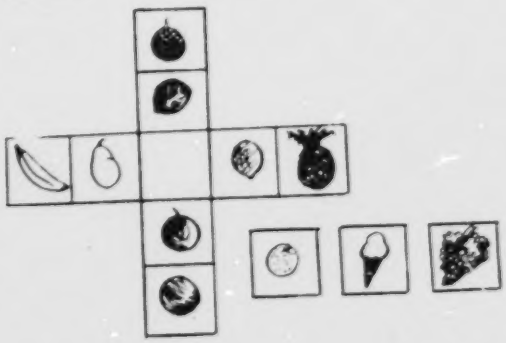
"What Goes in Both Rows?"

In this logic game, children select the appropriate picture to fill the gap at the intersection of two rows of pictures, e.g.

Item 1



Item 2



The grid used in this game may be prepared on a backing sheet and held in place with magnetic tape on the magnetic board. Pictures provided for structuring of intersecting rows should be suitable for classification on the basis of criteria such as the following:

---

* Suggestions for the use of mapping with young children are provided in the following Nuffield/CEDO publications: *Mathematics Begins* and *Mathematics: the First Three Years* (W. & R. Chambers & John Murray, 1967 and 1970 resp.)

Sets (cont.)

colour - things that are red; things that are black;
shape - things that are square; things that are round;
size - things that are very big/small/long/short/tall;

other physical characteristics - things that are hot/soft/hard/stripey; things that have wheels/lids; animals that have horns;

function - things that cut; containers; things that we write with; things used for cleaning/cooking; things that you throw; things used to make music;

identity - (ranging from easy items using narrow classes to more difficult ones involving superordinates) - dogs; horses; cakes; trousers; shoes; apples; trucks; boats; houses; children; people; animals; baby animals; fruit; food; toys; vehicles; tools; clothes;

whole - part - parts of a house/car/plant/stove;

common association - things for a baby; things that you see in the sky; animals that live in the water.

The difficulty of this game may be controlled by the amount of teacher-guidance and by the selection of particular bases of classification. In the early stages, colour, shape, identity and function may provide the major bases for structuring "rows that go across" and "rows that go down". Early intersections may include:

planes and red things (item 1); fruit and round things (item 2) green things and things used for cooking.

Teacher guidance in naming the set in each row and checking rows after completion may become less necessary as children gain experience in the game and produce more spontaneous verbalizations about the problem and proposed solution. It is expected that simple items will be used at this stage with children progressing to more difficult items during the second year of the program.

Conservation

The teacher may promote progress towards ideas of conservation by focusing children's attention on invariance in a wide range of situations and by encouraging children to verbalize about activities. As well as previously suggested experiences, e.g. pp.528-9 activities such as the following may contribute to the development of ideas of conservation.

Conservation (cont.)

Randomly arranging equivalent groups

Children receive an equal number of units such as seeds, frangipani flowers or bottle tops. Each child then creates random arrangements by dropping his collection on to damp sand on tne beach or in another outdoor play area. When each child has an arrangement to his liking, he may attempt to preserve it by pressing the objects into the sand. Children examine and talk about one another's arrangements, while the teacher sometimes draws attention to equivalence.

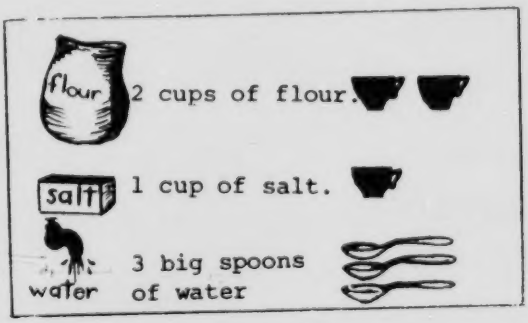
In a similar activity, children may work on surfaces of equal area, e.g. large ice cream lids or pieces of paper, preserving arrangements by gluing to form a collage.

Using conservation dominoes

Children may use sets of number dominoes* in which they match groups that have the same number of items but different configurations, e.g.

Preparing dough for modelling

Children carefully measure flour, salt, and water into bowls, guided by a recipe in pictorial form which has been discussed, e.g.



---

* Packets of gummed paper "cut-outs" may be used for preparing dominoes, perhaps by the teacher and a group of mothers working together.

Conservation (cont.)

After mixing the dough, a balance may be used by the children to check that balls of dough "weigh the same". Similarly, when using clay, children may work with identical masses prepared by the group, using a pan balance. After selecting one piece of clay as a standard, children add to or subtract from others to produce equal masses.

During modelling with clay or dough, the following rhyme may be introduced:

Clay

Oh! There are so many things to make -
A dog and a basket, a cat and a snake:

I'm rolling,
I'm pushing,
I'm squeezing,
I'm squishing,
I'm poking,
I'm pinching,
I'm twisting,
I'm wishing,

A piece of clay into a ring,
a face,
a flower -
everything!

Spatial Knowledge

Experience with spatial terms should continue to involve children in:

responding to terms by orienting themselves in space;
using terms which describe their own relationship with other objects in space;
responding to terms by orienting objects in space;
describing the relationship of people and things in space;
determining whether objects are in a given spatial relationship;
locating actual objects or pictures demonstrating a particular spatial relationship.

Language which arises during such activities might include:

"Stand between two boxes."
"I'm between Joseph and Goomi. I'm in the middle."
"Put a red rod between two blue rods."
"Judy is behind Eddie."
"Look at these three animals. Is the koala bear in the middle?"
"What can you see that's above the fence?"

Spatial Knowledge (cont.)

Action rhymes and finger plays may be used to provide spatial experience, particularly during outdoor activities. The following rhymes are suitable:

Under and up,
Under and up,
That's how a diver goes -
Under and up.

Around and around,
Around and around,
The wheels of a bike go
Around and around.

Stand in between,
Stand in between,
With a friend on each side,
Stand in between.

Up and then through,
Up and then through,
When I go through a hoop
I jump up and then through.

Joe is in front,
Joe is in front.
Paul is behind
And Joe is in front.

In, through and out,
In, through and out,
A train near a tunnel will go
In, through and out.

The roof is above, (point)
The roof is above.
We are below
And the roof is above.

(Additional verses may be invented by the group.)

Who can stretch the highest?
The highest, the highest?
Who can stretch the highest?
I'm the one who can.

Who can bend the lowest? etc.

Who can stretch the widest? etc.

Who can curl up smallest? etc.

Around and about
Around and about
Over and under
And in and out.

Rush through the long grass
Swim in the sea
Slide down a mountain
Climb up a tree.

It's funny how beetles
And creatures like that
Can walk upside down
As well as walk flat:

They crawl on a ceiling
And climb on a wall
Without any practice
Or trouble at all,

While I have been trying
For a year (maybe more)
And still I can't stand
With my head on the floor.

Experience with shapes may include printing with felt or foam plastic shapes which the group has prepared.* Vegetable cuts and cross sections of fleshy stems or other suitable materials may also be used.

As children gain experience in printing, the shapes of their papers may sometimes be varied, to include rectangular, square, triangular and possibly circular printing surfaces.

---

* For commercially produced sets of stamps, refer to Equipment Appendix, p.652

BLOCK G

Spatial Knowledge (cont.)

Frequent experiences with painting and other art forms may contribute to the development of spatial skills as well as serving a primary function of creative expression. Painting provides experience in covering surface area and may reveal a developing awareness of symmetry.

Other activities which contribute to a feeling for symmetry include investigation of leaves (p.621), paper folding and cutting, paper folding after applying paint, and using puzzles* which involve matching picture-halves to form symmetrical objects, e.g. faces or leaves.

For other spatial activities, refer to previous suggestions, particularly pp.532-537.

"Discovery" Stories

Story	Concept or Terms Stressed
I Keep Changing by Bob Gill (A. & C. Black, 1971)	*relativity* - strong, weak; slower than; so much, so little; end, beginning
Make A Bigger Puddle Make A Smaller Worm by Marion Walter (Andre Deutsch, 1971)	whole; far apart, close together; taller; bigger; wider; smaller; shorter, longer; fat, thin; many, few; more; another
Monday, Monday I like Monday by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)	week - 7 days *naming days* *ordinal* - 1st to 7th; *counting*
Ten Little Squirrels adapted by Bill Martin Jr. (Holt, Rinehart & Winston, 1970)	*ordinal* - 1st to 10th
City Song by James Steel Smith (Holt, Rinehart & Winston, 1970)	many
The Longest Journey in the World by William Barrett Morris (Holt, Rinehart & Winston, 1970)	*spatial* - deep, high, wide, around, huge, under, over, through
Sizes and Numbers by T. Thornburn and E. Clark Adventures in Learning Series (Purnell, 1963)	various concepts of number, size, and space

* Refer to Equipment Appendix, p.653

"Discovery" Stories (cont.)

Story	Concept or Terms Stressed
6 is Six and other titles from Methuen Number Cards by Doreen Coates & Jill McDonald (Methuen Educational, 1968)	various concepts of number, size, and space
Come and Count, Book 2 by M.E. Williams (Macmillan, 1971)	*seriation* - *ordinal* - *recognition of digits; set ideas*
Numbers We Discover Mathematics Series by R.H.C. Fice and I.M. Simkiss (E.J. Arnold, 1971)	*number concepts*
Numbers of Things by Helen Oxenbury (Heinemann, 1970)	*cardinal number* - 1 to 10 and decades 20 to 50
Round and Round and Square by Fredun Shapur (Abelard-Schuman, 1972)	*spatial* - high, over, under, middle, corner, point, triangle, circle, across, square *partition*
The Adventures of Three Colours by Annette Tison & Talus Taylor (Frederick Warne, 1971)	*colour mixing* *perceptual flexibility*
One Two Three Going to Sea by Alain (Scholastic Book Services)	*addition and subtraction in story form*
Numbers by Robert Allen (Platt & Munk, 1968)	*cardinal number and counting* *one to one correspondence* (objects with objects; objects with numerals) *conservation of number* *relative size and number* *addition*
Rooster Sets Out to See the World by Eric Carle (J.M. Dent, 1972)	*cardinal number and counting* *diagrammatic representation of number* *one to one correspondence* *comparison of number* *addition and subtraction* *sets*
In the Jungle by Peter Usborne Macdonald Zero Books (Macdonald Educational, 1972)	*visual discrepancy and discrimination* *sets* and *cardinal number* *colour* *spatial* -

BLOCK G

"Discovery" Stories (cont.)

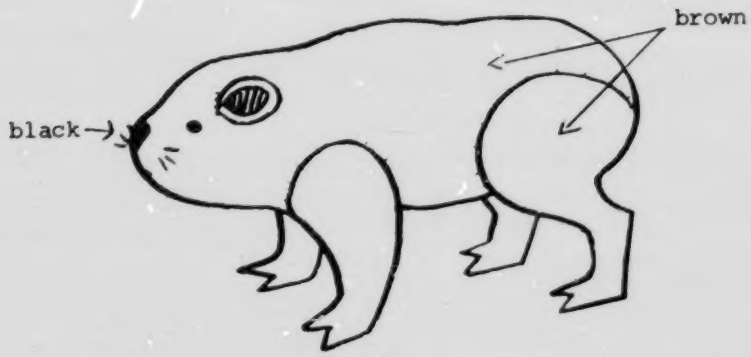
Story	Concept or Terms Stressed
In the Park by Peter Usborne Macdonald Zero Books (Macdonald Educational, 1972)	*visual discrepancy* and *discrimination* *sets* and *cardinal number* *ordinal number* - 1st to 4th *size* - tall, short; biggest *laterality* - towards, away from *spatial* - on, under, over, out *shape* - square, circle, triangle
At the Zoo by Peter Usborne Macdonald Zero Books (Macdonald Educational, 1972)	*visual discrepancy* and *discrimination* *sets* and *cardinal number* *size* - long, tallest, shortest *spatial* - in, outside, on, over, under

APPENDIX A

SPECIAL EQUIPMENT SPECIFICATIONS

1. PHONIC PUPPETS

(c) Instructions for Making Willy Wombat

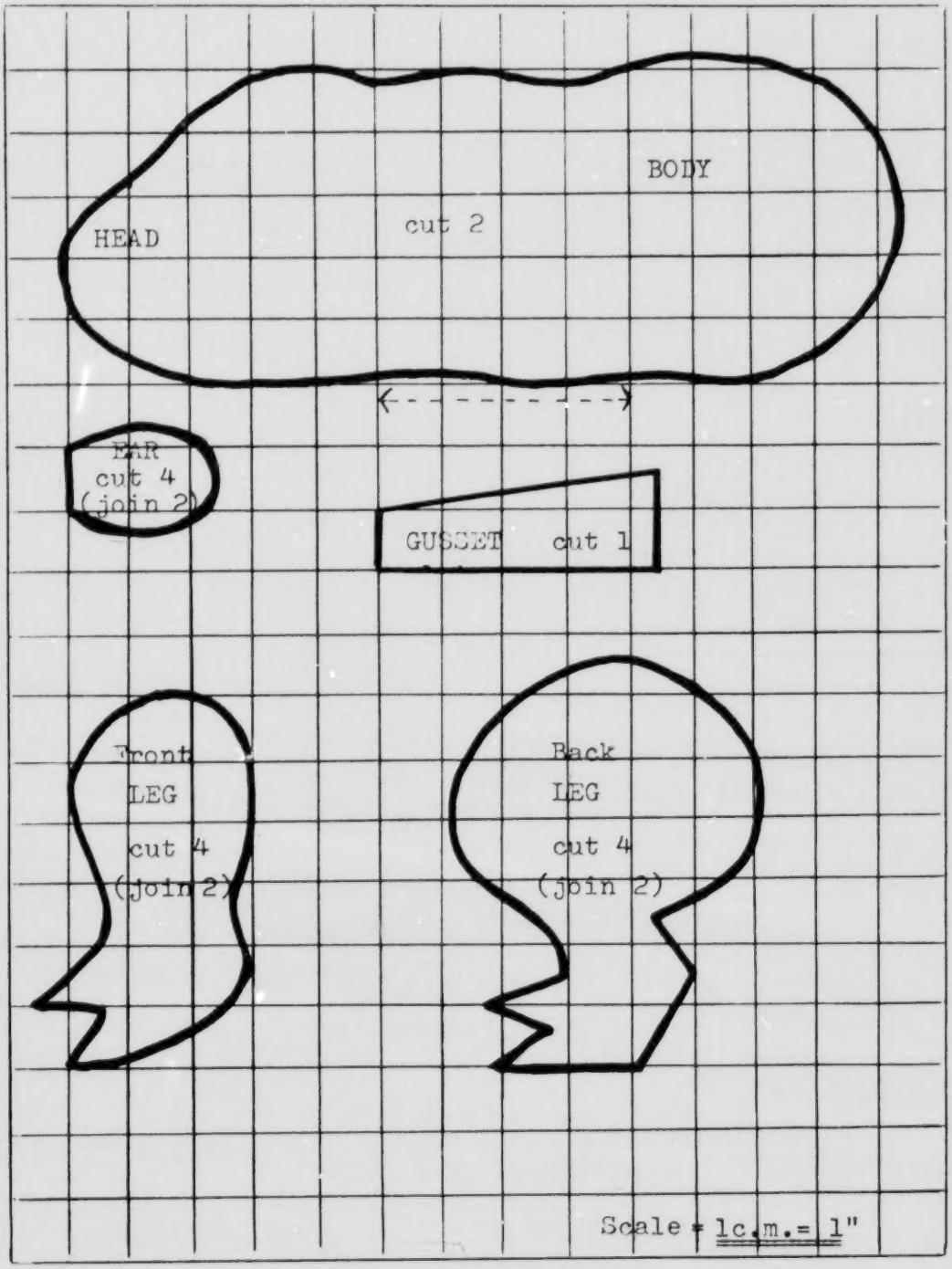


Materials: Quantities of brown felt, small quantity of black thick wool for nose and whiskers, two brown buttons for eyes. Foam to stuff legs.

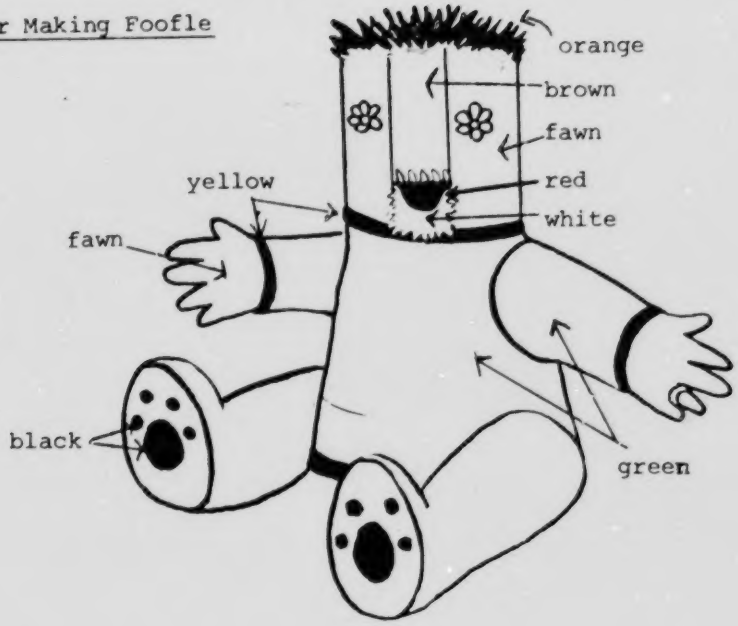
Method: Cut parts to pattern as indicated. On wrong side, join together piece to form body, legs and ears, leaving legs opened at one end for stuffing, and leave slit 4 inches long across underside of body, behind front legs. Neaten edge. Turn right side out.

Stuff legs and join to body. Sew ears onto head. Using strands of black wool, sew nose and whiskers on to face. Sew on eyes.

Pattern: Willy Wombat



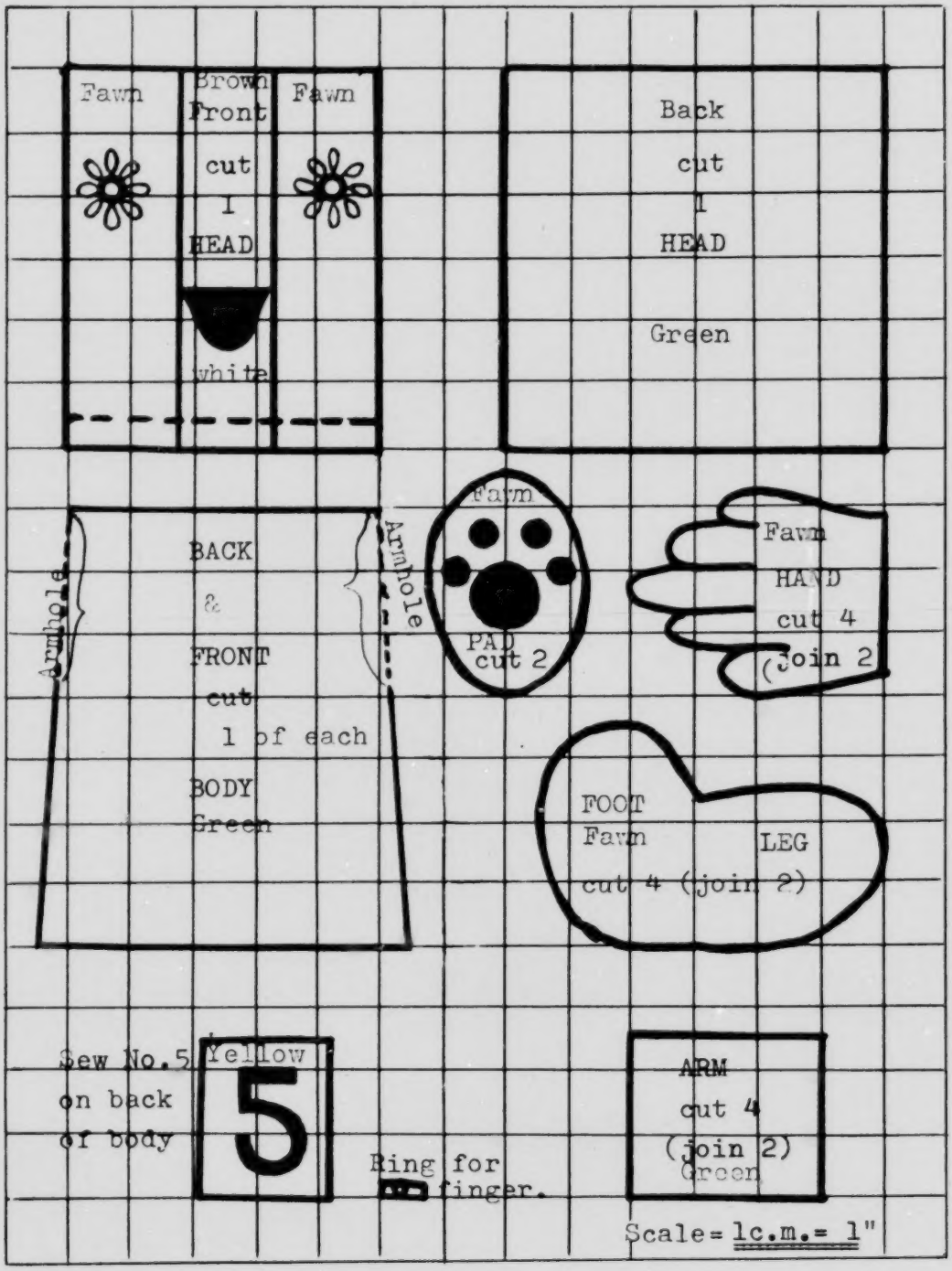
(d) Instructions for Making Foofle



Materials: Quantity of fawn fur for head, pads, legs, feet and hands
Black vinyl for figure 5 and five round pads for Foofle's feet
Green felt for body(shirt) and arms
Orange fur or felt strips for Foofle's hair
Yellow felt square for back of body(shirt) on which to place figure 5
Red felt for tongue
Two daisy flowers for eyes
Brown fur for nose
White fur for fuzz on his chin
Silver strip for finger ring
Foam for stuffing legs and hands

Method: Cut parts to pattern as indicated. Sew nose and chin onto fawn sides of face, leaving opening for mouth to insert tongue. Sew sides of back and front of head, body (leaving armholes opened), arms, hands, feet (leaving opened for stuffing). Turn right side out. When stuffed, sew pads onto feet and sew 5 vinyl circles onto each pad. Sew hair on top of head. Sew fuzz onto chin. Sew eyes onto face. Stuff hands marking five fingers with sewing stitch. Sew onto arms. Sew arms onto body, sew head onto neck of body. Stitch long strip of vinyl onto inside end of body, join legs to outside edge of body.
Sew figure 5 onto yellow felt and sew onto back of body.
Sew tongue into mouth.
Sew finger ring onto finger.

Pattern: Foofle



APPENDIX B

OTHER EQUIPMENT

Much of what is of most value in the classroom is that produced by the teacher, children, their relatives and community members; these people may indeed be seen to be the teacher's most valuable resources.

However some commercially produced items, a number of which are listed on the following pages, are particularly suited to the needs of Aboriginal children and may be purchased from recognized retailers of educational supplies. It may be noted that the listed prices are those current at the time of this handbook's publication. It is expected these will vary from retailer to retailer and during the passage of time.

Some pieces of equipment although listed for use in a particular area may be used for a variety of activities and where possible, each piece has been referenced in each section. It is recognized that teachers may find further uses for such equipment according to each group of children's needs.

This appendix is an attempt to provide teachers with some knowledge of available equipment and some ideas concerning the preparation of other items. The listing is by no means comprehensive although an attempt has been made to include in each area more than one item of the same kind from which a choice may be made.

It may also be observed that most of this equipment is not essential to the implementation of the Van Leer Program in schools except where items have been asterisked as important to a particular activity.

For economy of space, the brand names of commercially produced equipment have been abbreviated. A key to the coding is given below.

Dep - on Departmental Supply
DLM - Developmental Learning Materials
E.J.A. - E.J. Arnold
Galt - James Galt and Company Ltd - Early Stages
Inv - Invicta
N.V.D.E. - N.V.D.E. School Centrale, Hilversun
Phil - Phillip and Tacey
P.B. - Peabody Language Development Kits - Level P

ORAL LANGUAGE

(a) Language Game Materials

Sequential Picture Cards 1 (DLM) No. 127	$1.80
*Little Picture Cards (Scott Foresman) No. 02597-67 p.602	1.98
"Learning to Think" Series (S.R.A.)	9.50 set
"Learning to Think" Manuals (S.R.A.)	2.10 each
"English Around the World" Display Cards (see ORAL LANGUAGE (b))	
*"English Around the World" Level 1 Posters (see ORAL LANGUAGE (b)) p.462	
Project Me Filmstrips (see ORAL LANGUAGE (b))	
Kindle Filmstrips (see ORAL LANGUAGE (b))	
"Guess what I am" (Galt) N.1129	1.25
Zoo Forms (Inv) IP1354	2.95
Sequences (N.V.D.E.)	4.95
Tactile Sense Training Pairing Bridges (Phil) S 316-1	5.95
self made with different materials, e.g. sandpaper cut to same size and pasted in identical plastic lids, providing two of each material	
Detective stick - self prepared from wood or card (see p.256)	
"Match" - Set 1 and 2 (Garrard Publishing Co.)	1.42 set
"I Can Speak English" Jilap Series (Jacaranda Press, 1972)	1.50

(b) Pictures and Posters

Aborigines in Industry (Commonwealth Government Printer)	free
*"English Around the World" Posters - Level 1 (Scott Foresman) No. 02224-70, pp.462,460	11.25 set
*"English Around the World" Display Cards (Scott Foresman) No. 02225-70, p.460	9.00 set
"Community Helpers" (Standard Publishing Co., 1966)	3.50 set
Teaching Pictures (Child's World) (see p.326)	7.95 set
Teaching Pictures (David C.Cook Publishing Co.)(see p.326)	3.50 set
"Health and Safety Highlights" (Scott Foresman) No. 01899-70	10.20 set
"Moods and Emotions" (David C. Cook Publishing Co.)	4.95 set
"Australian Wildlife Cards: Mammals" by Eric Worrell (Angus & Robertson, 1969)	2.00 set
Health Posters (Health Education Council)	free
Stimulus Cards (P.B.)	-
*Transportation (David C. Cook Publishing Co.) 30635, (p.460)	3.50 set

Filmstrips

Project Me 1 filmstrip plus cassette/record (Bowmar) 12.00 approx.
I'm a boy/I'm a girl/Match up kids/
Magic Colour boy's face/Magic Colour girl's face/
What is missing - girl?/What is missing - boy?/
This is the way we get up in the morning/
Can you do what I do?/Simple Simon plays a game.

Kindle (Scholastic Sound Filmstrips, Scott Foresman) 37.50 set
Set 1 "Who am I?" (5 filmstrips plus LP/cassette and manual)
The Joy of Being You/Nothing is Something to do/
People Packages/All Kinds of Feelings/
Do You Believe in Wishes?

Set 2 "How Do I Learn?"
Who's Afraid/Do You Forget/Figuring Things Out/
What Next/Making Mistakes

Tadpole Sets 1 and 2 filmstrips plus LP record and manual (Denoyer-Geppert Audio-Visuals) 75.00 set
Set 1 600551
Round Is the Way Things Go/Nothing Stays the Same/
A Doughnut is a Hole with Something to Eat All Around It/
Who Needs Pointy Shapes?/Yipes! Stripes!

Set 2 600611
Can You See the Empty?/Up to Here/How Do You Get There?/
Finding Your Way/Far Apart.

(c) Rhythm Instruments-

Tambourine - wood shell 7½" diameter 19444	1.25
Tambourine - wood shell 9" diameter 19446	1.75
Tambourine (Embassy)	.90
Tambourine (Romper Room Product)	1.05
Tom Toms 6" x 3" wooden shell (Dulcet)	2.90
Bongo Drums	from 5.00
self made from heavy plastic stretched across a plastic container	
self made from hollowed log	
Cymbals 6" pair 19218 A	1.27
Cymbals 7" pair 19220 A	1.87
Cymbals 8" pair 19222 A	2.00
Triangles 6" and beater 19604 A	1.00
self made from bent metal	
Hand castanet 19265 A	0.47
Finger clappers 19262 A	0.33

Bamboo shakers 19050 — 2.25

self made from bottle tops on sticks
seeds in plastic containers
gourd fruit

Drum shaped shaker — 0.65

Coconut clappers - self made

Scrapers - self made

Click sticks - pair — 0.70

self made from dowelling

Xylophone (Dulcet Scholar) 17350 — 3.25

Matchbox seed shaker (dance rattle) — 2.50

READING

(a) Reading Materials

Word matching strip books - self made, pp.276-7

Sentence Structure Strip Books

self made, pp.497, 590

3-of-a-Kind Strip Books (Phil) 1965 — 0.63

E - These are running (animals)

H - These are - things (colour)

Word Check Books - self made, p.353

Word Wheels - self made

Sentence Wheels - self made, pp.590-1

Word Lotto cards - self made, p.351

*Word Picture Cards

Little Picture Cards (see ORAL LANGUAGE (a))
"Match" - by E. Dolch (see ORAL LANGUAGE (a)), p.352
Richmond Phonogram Picture and Word Grouping Cards
by P. Rodner, Boxes 1 - 3 (Phil) R27-3 — 3.85
Animal, bird, fish Card Game - Ed-U-cards (Sands) — 0.45

Word Picture Inset Puzzles

Wooden Playboard (Simplex) No. 1180 — 2.98
(N.B. check children's labelling and then print labels)
7 piece Preschool Puzzle - "Things that go" (Sands)
No. 4542 — 0.50
Wooden Animal Inset Puzzle (see VISUAL (d))
self made from plywood.

"Actions Picture and Word-Making Cards" by J. Noel (Phil)
R83-1 Boxes 1-2
R83-2 Boxes 3-4 — 1.13 set

"Picture and Word Snap" (E.J.A.) KG346 — 1.99

"Name It" (Galt) N1128 1.10

Word Conservation Grouping Cards by J. Noel (Phil) TRG 173-B 0.69

"Phonic Couplets" - double sided picture/word matching cards, (Galt) N1119

Consonant Vowel Blend Matching Cards (Phil) R238, Box 1 1.30

"Double Action" Sets 1 & 2 (Galt) N1116 1.00 app.

Magnetized Picture Pairs

self made from identical pictures pasted on card and backed with magnetic tape
self made from commercially produced picture pairs (see VISUAL (a))
self made from coloured magnetic sheeting (see MISCELLANEOUS)

(b) Listening Books

Listening books

self made using photographs of the children and their environment

Animal Friends BW/B40 (Brown Watson Ltd, London) 0.50

My Book of Animals BW/B39 (Brown Watson Ltd., London) 0.50

My Toys (Platt & Munk, 1972) No. 6174 0.75

Things I see Books 1 - 4 (Waterman Co. Pty.Ltd, 1968) 0.50 ea.

First Things by Thomas Matthiesen (Collins, 1967) 1.50

#*Visiting Animal Families* (Froebel-Kan Co. Ltd) 1966 0.60

Numbers of Things by Helen Oxenbury (Heinemann, 1970) 2.60

#*My Counting Book* (Platt & Munk, 1972) No. 6175 1.70

#*My Zoo Book* (745:0100) A Platt & Munk De Luxe Cloth Book, 1968 0.85

#*Animal Picture Book* (744:0100) A Platt & Munk De Luxe Cloth Book, 1968 0.85

#*My Counting Book* (746:0100) - A Platt & Munk De Luxe Cloth Book, 1972) 0.85

My Farmyard Friends (Australian University Press, 1970) 0.29

Things I Like To Do by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968) 4.50

Little Big Bigger by Beth Clure and Helen Rumsey (Bowmar Early Childhood Series, 1968) 4.75

The Alphabet Book by Thomas Matthiesen (Collins) 1.50

Text that does not contain appropriate language structures may be obliterated or a suitable text may be superimposed.

NUMBER

(a) Counters

Plastic lids	
Everyday Objects Counters (Phil) N5-2	0.80
Ivory Counters (Dep)	
Plastic Colour Chips (P.B.)	-
Packet 250 counting toys (E.J.A.) KN883	2.80
Real Things Profile Counters (Phil) TN286-2	1.05
Grouping and Setting Shapes (see CLASSIFICATION)	
Packet 200 Number Pegs, 10 colours (Inv) IP725	1.80
Packet 1000 Number Pegs, 10 colours (Inv) IP726	6.00
Packet 100 Number Pegs (E.J.A.) KN071400	0.90
Packet 100 Number Pegs (E.J.A.) KN071015 (to accompany 100 peg board KG229)	1.00
Large Peggy Bead (Kinder Toy)	0.07 ea.
Packet 145 Banja Beads	1.85
Wooden Beads (Dep)	
Wooden Counting Sticks (Dep)	
Wooden Counting Sticks (E.J.A.) per 100 - coloured	
KN062115 - 1" long	0.75
KN062215 - 2" long	0.90
KN062315 - 3" long	1.20
KN062415 - 4" long	1.65
Wooden Icecream Sticks - large bag	1.85
Packet Jumbo Coloured Match Sticks	0.20

(b) Counting Frames

Beads on Pegs (E.J.A.) KN011	1.65
self made from dowelling and cotton reels/ plastic lids, p.77	
Approach 0 - 5 Bead Counting Posts (Phil) TN370	2.00
Sturdy 1 - 5 Post and Tablet Fitting Board (Phil) N36	3.95 app.
The Sturdy 1 - 5 Peg Board (Phil) N170	3.75 app.
1 - 10 Basic Rods and Counters (Phil)	
N111-1 1 - 10 in 1 piece	3.95 app.
N111-2 1 - 10 in 10 separate pieces	3.95 app.
10 x 10 Plastics Peg Board (Inv) 1P114	0.45
Number Ladders 1 - 20 (Inv) IP623	2.95
self made with plastic straws	

Unifix 10 x 10 Number Tray TN42-16 — 2.95 app.

Peg Board 10 x 10 - wooden (E.J.A.) KG229 — 2.99

self made from plywood/polystyrene and golf tees/plastic pegs/matchsticks

(c) Number-Numeral Association

24 Playskool Match-Ups (Playskool) No. 7103 — 0.75

One to Ten Plaques (E.J.A.) KN282 — 2.45

Number-Numeral Association Peg Boards

self made from wood pieces (p.77) and golf tees/ number pegs

Unifix Inset Pattern Boards (see NUMBER (d))

Jigsaw Numerals (E.J.A.) KN075 — 3.05

self made from plywood/polystyrene foam, p.385

Learning Numbers (Child Guidance Products) No. 807 — 1.97

Chelsea Number Picture Matching Cards (Phil) N48-2 — 1.15

Croydon Number and Picture Matching Tray (Phil) N43 — 3.45

Conservation of Number Sorting Cards (Phil) N194 - set of 2 boxes — 1.70

Jigged Number Plaques, 1 - 10 (E.J.A.) KN742 — 3.55

Numeral Cards

self made

New Maths Picture and Symbol Cards (Phil) Box E (see CLASSIFICATION)

Plastic Numerals: pkt. of 10 (E.J.A.) SB360100 — 1.05

Threading Bead Numbers - plastic numerals (4 sets of 0 - 9) (Inv) IP144 — 1.50

Fun with Sums (J.W. Spear & Sons Ltd) — 2.80

(d) Unifix

Unifix Interlocking Plastic Cubes (Phil):

TN 42 - 25 Box of 100 - 10 each of 10 colours — 2.95 app.

TN 42 - 21 Box of 500 - 50 each of 10 colours — 15.95

TN 42 - BK Box of 1,000 - 100 each of 10 colours (minimum) — 29.50

Unifix 1 - 10 Inset Pattern Boards (Phil):

TN 42 - 34 domino pattern — 2.70

Tn 42 - 39 two's pattern — 2.70

Unifix 1 - 10 stair (Phil) TN 42 - 17 - 1 — 1.40

Unifix 1 - 10 Value Boats (Phil) TN 42 - 17 - 2 (p.296) — 1.70

Unifix Number Indicators (Phil) TN 42 - 27 — 2.85 app.

Unifix 100 Track (Phil) TN 42 - 31 — 2.95

Unifix Century 1 - 100 Counting and Multiplication Board (Phil) TN 42-50 — 2.50 app.

Unifix 10 x 10 Number Tray (see NUMBER (b))

(e) Other Number Materials

Number Posting Boxes - self made (see p.204)	
Logic People (Inv) IP 1287	6.50
Heinevetter's Programmed Quantity	4.75
Arithmetic Readiness Cards Set 1: Grouping (Scott Foresman) No. 2004	5.50 set

(f) Number Games

Giant Number and Arithmetical Plastic Dice (Phil)	0.20
N95-6 1 - 6 two's pattern	
N95-7 5 - 10 two's pattern	
N95-8 1 - 6 domino pattern	
N95-9 5 - 10 domino pattern	
Giant Decision Maker Dice - 4" white plastic	0.70
Spinning Top (E.J.A.) KN277	0.40
Spinners (Inv) IP 1329	1.25
Giant Floor Dominoes (E.J.A.) KN943	12.60
Dominoes Double Six Set (E.J.A.) KN278	1.20
Skittles (Dep)	
self made from plastic containers	
*Scoots (Parker Bros. Inc.) No. 581G, p.625	0.18
Spin-a-top Number Game	2.25
Hi-Ho! Cherry-O (John Sands)	1.35
*Home you go! (J.W. Spear and Sons Ltd) No. 1190 p.525	1.35 app.
self made from card	
Tiddly Winks (J.W. Spear and Sons Ltd)	0.60
Noughts and Crosses Games	
Space Lines (Inv) IP 1176	3.75
Noughts and Crosses (Playtime Toys Pty Ltd)	0.55
tic-tac-toe (magnetic version)	0.24
Qubic (Gordon and Gotch)	2.03
Ten Piccaninnies (Ferd Piatnik & Sohne 1965) No. 276 (N.B.) Remove "Mammy" cards)	1.10

SPATIAL

*(a) Mosaics and Shapes pp.382;532

*Mosaic Shapes (Inv) IP 143 p.382	4.75
self made - see Equipment Appendix A Item 2	
Designer Plastic Mosaics (Phil) TS 56-1	1.85
Basic Shapes Set (Inv) IP 140	5.00
Heros Mosaic	
621-1175 (small size)	2.35
621-1245 (large size)	3.75
40 piece Wooden Mosaic (Dominie) KN043	1.35
Parquetry Set (Lorenz) No.4220 - coloured wood	6.50
Tri-Pat Pattern Making Tiles (Phil) TS 258	1.95
Multipat Pattern Making Tiles (Phil) 217-4 (not available at time of printing)	
Honeycomb Floor Mosaics (Phil) TS 51	2.25
*Large Parquetry Set (DLM), p.534	5.00 app.
*Design Cards for Large Parquetry (DLM), p.534	3.00 app.
*Mr Space Game (Dominie) KG132, p.534	1.99
*Space Race Games (Phil) N.485 (set of 2), p.534	5.70
*Tangram Puzzles and Work Cards (Inv) IP 207, p.534	3.95
Protan Magnetic Geometric Shapes and Base Board (Phil) N266-3	3.60
Paper Shapes (Dep)	
Practice-Maths Discovery Gummed Paper Shapes (Phil) TN-336	2.30
*Shape Tracer and Recognition Set - clear perspex (Inv) IP 134, p.533	1.50
Sets of Geometric Shapes (see SPATIAL (b))	
*Matrix (see SIZE AND SERIATION (a)) p.382	

(b) Geometric Solids

Attribute blocks (Dep)	
Geometric solids (Dep)	
Sets of Geometric Shapes - can be made into solids (Inv) IP 341	9.95
self made from wood off cuts	
self made from polystyrene foam	
Polystyrene spheres, cones, eggs, rods in assorted sizes	0.03 to 0.22

Geometric foodstuffs, e.g. sugar and cheese cubes/ spherical fruit

(c) Construction Toys

10 Drums (Europlastic) No. E552	1.25
Coloured Blocks (Playskool) No. 645	6.25
Natural Blocks (Playskool) No. 655	5.25
Building Cubes 9 (Europlastic) No. E332	1.75
Roundabouts (Romper Room Product - Toltoys) No. 9002	4.50
Playplax Squares - coloured perspex KG385	4.99
Playplax Rings - coloured perspex KG445	5.50
Banhchen (Schildbröt Spielzeng) No. 4000-64	2.60
Large Peggy Beads (see NUMBER (a))	
Banja Beads (see NUMBER (a))	
Unifix Interlocking Plastic Cubes (see NUMBER (d))	
Lego System - Basic Set No. 022	4.45
Zoo forms (see ORAL LANGUAGE (a))	

(d) Puzzles and Games

Shape Dominoes (Inv) IP 1308	2.30
Geometric Dominoes (Galt) N1159	0.80
Colour Segment Dominoes (Dominie)	3.50
Forms Dominoes (Kellner)	2.75
Discrim Picture and Shape Sorting Cards - set of 6 (Phil) S216-1	4.20 set
Cogito (see CLASSIFICATION)	
Positional Word and Picture Matching Cards - Boxes 1 - 4 (Phil) R75-14	4.60 set
Rabbits and Lettuce Spatial Matching Game (N.V.D.E.)	5.00
Birds and Nest Spatial Matching Game (N.V.D.E.)	5.00
*Basic Pattern Making Stamps (Phil) A139, p.635	1.25 app.
*Diaplex Rubber Stamp Printing Motifs (Phil) S201, p.635	-
Geo Strips (Inv) IP141	7.50
Pie Puzzles (Dominie)	3.30
self made from cake tins and cut wooden shapes, p.388	
Shape Inset Puzzles	
Space Matchers - set of 4 (Inv) IP865	2.40
Inset Shapes Board Set A (see SIZE AND SERIATION (a))	
Inset Shapes Board Set B (see SIZE AND SERIATION (a))	
Geometric Inset Board - Basic Shapes (E.J.A.) SD639	1.95

Inset Shapes (Rigby Playcraft)	2.10
Shape Posting Boxes	
Shape-O (Tupperware)	2.98
*Symmetry Puzzles, p.636	
*Fizzog (Galt) L603, p.611	2.10
Symmetry Dominoes (Dominie) SD656	2.80
Symmetry Patterns (Dominie) SD630	2.10
Symmetry and Reversal Pairing Cards (Phil) N320 (set of 4)	5.35 set
Symmetrical Leaves Completion Puzzle (N.V.D.E.)	4.25
Chembos (Inv) IP 1358	2.30
Alike and Unalike Strip Books (Phil) N197-1 (Set of 4 books A-D)	3.10 set

SIZE AND SERIATION

(a) Puzzles and Activities

Seriation Inset Boards

Inset Shapes Boards - Set A (4 in set) (Inv) IP1116	4.00
Inset Shapes Board - Set B (Inv) IP1189	2.40
Animal Inset Boards (E.J.A.) KG 154 Cats, KG 155 Dogs, KG 156 Rabbits	3.99 ea.
Variform Inset Placing Trays (Set of 3) (Phil) S234-1 squares, triangles, circles; S234-2 ovals, rectangles, triangles	1.85

Seriation Jigsaw Puzzles

Wooden Seriation Jigsaw (E.J.A.)	
KG274 - Fish	1.95
KG275 - Teddies	2.20
Counting and Ranging Puzzles (Didago)	2.25
No.5 - Flower Pot	
No.15 - Christmas Tree	
self made from plywood, p.379	
Seriated Hens and Chickens Matching Puzzle (N.V.D.E.)	3.85
Seriated Dogs and Kennels Matching Puzzle (N.V.D.E.)	3.85
*Colour Sorter (Toltoy Child Guidance), p.616	1.15
Matrix (Inv) IP1311	4.90

(b) Graduated Tumblers and Constructions

Towers, etc. made by construction toys (see SPATIAL (c))

Building Cubes (E.J.A.) KG581	2.25
Pile Up (E.J.A.) KG584	2.85
Building Cups (Playskool) No. 1039	1.29
Nesting Bowls (Playskool) No. 1037	1.29
Chicken in the Eggs (Kiddicraft) No. 2-333	3.98
Chicken in the Eggs (Playskool) No. 1033	1.29
Billie and His Barrels (Kiddicraft) No. 2-285	3.50
(Playskool) No. 1038	1.29

Beads on Pegs (see NUMBER (a))

Approach 0 - 5 Bead Counting Posts (see NUMBER (b))

Wooden seriated cylinders - self made from dowelling in assorted sizes

(c) Other Graduated Materials

Packet 50 assorted nuts and bolts	0.40

Plastic straws (cut to size) (see DISCOVERY - MISCELLANEOUS)

Buttons

Marbles

Cotton reels

Metal washers (100 per packet of 6 sizes) (Embassy)	0.40

Curtain rings

Wood off-cuts

Cardboard cylinders

Lengths of wood/coloured paper/straw/raffia/ribbon/ wool/string

Plastic lids

Environmental materials

CLASSIFICATION

Packet 250 counting toys (see NUMBER)

Grouping and Setting Shapes - plastic shapes in 6 colours (Inv)

IP1210	pack of 144 (animals)	5.75
IP1386	pack of 72 (transport)	2.20
IP1362	pack of 100 (assorted shapes)	3.00

Logic People (see NUMBER (e))

Hoops (Dep)

Magnetic String (see READING)

Venn Diagram Tinted Plastic Circles (Phil) N304 — 2.60

Grouping Circles - set of 3 (Inv) IP1286 — 1.30
self made from threaded plastic straws

Attribute blocks (Dep)

Geometric Shapes (see SPATIAL (b))

New Maths Picture and Symbol Cards (Phil) N398 — 3.95 set of six boxes
Box A - 32 Geometrical Shape Cards
Box B - 24 Pictorial Cards
Box E - 40 Numeral Cards

Cogito (Inv) IP1313 - spatial concept cards — 3.15

Association Picture Cards 1 (DLM) No. P124 — 1.80

Association Picture Cards 11 (DLM) No. P156 — 1.80

Association Picture Cards 111 (DLM) No. P157 — 5.50

Plate of Fruit (difficult) (N.V.D.E.) — 4.25

Vehicles (N.V.D.E.) — 5.00

English Around the World Display Cards (see ORAL LANGUAGE (b))

Assorted objects, e.g. plastic fruit; metal washers, nuts, screws, bolts; doll's clothes; coloured lids; small pieces of fabric; toys; plastic flowers and shapes

3-of-a-Kind Strip Book (Phil) 1965 — 0.63
E - colour
F - different substances
G - families of animals
H - animal movements

MEASUREMENT

(a) Volume

Clear Plastic Litre Set - 5 containers per set (Inv) IP1205 — 9.75

Large Displacement Can with overflow spout (Inv) IP661 — 3.80

Plastic Jug (Dep)

Plastic Containers, e.g. dairy products/household cleansers/ foodstuffs

(b) Length

Wooden counting sticks (see NUMBER)

Wooden icecream sticks (see NUMBER)

Packet of Jumbo match sticks (see NUMBER)

Coloured paper streamers - set of 5 (Embassy) — 0.25

Pipe cleaners - packet of 8 (E.J.A.) KE339	0.08
packet of 75 Chenille Kraft Stems - approx 12" (Bryco)	1.40
packet of 12 Multi-coloured pipe cleaners 18" (Dominie)	0.45
Plastic straws - box of 5000 (Premier)	3.90
Plastic tubing - various thicknesses per yard	0.01 to 0.25
Plastic clothesline (Embassy) - 30 ft.	0.30
Laces (Dep)	
Measuring poles - self made from dowelling	

(c) Weight

Pan Balance (Dep)	
Simple Scales (Inv) IP272	5.60
simple scales (Dep)	
self made from sponge tins and coathanger	

MISCELLANEOUS

Mirror - 48" x 18" plus cost of despatch	15.00 appr.
Telephones:	
Kindy Phones - plastic shell	1.00 ea.
Magneto Phones - phones that function with a 3 volt battery	2.00 each
*Magnifying glass (Dep), p.292	
Chinograph pencils (Dep - State Stores)	0.75 doz.
Circuit Boards - self made (see p.222)	
Touch and Match (Systematic Learning Corp) No. 8002	7.65
Vinyl - for mats and "Feel Bag" 54" wide	2.00 yd.
Felt - for puppets and printing 36" wide	2.25 yd.
*Colour paddles - perspex (Inv) IP353, p.291	0.70
*Plastic Grids - self made from gardening mesh Tricel	0.90 ft.
self made from vinyl/canvas painted in squares, p.617	
Magnets (Dep)	
Horseshoe Magnet 4" (E.J.A.) KN651	0.80
Bar Magnet 3" (E.J.A.) KN648	1.60
Oblong Magnet (E.J.A.) KN647	0.40
Plasticine (Dep)	
Jumping Bean (Jette Viby)	0.75

Brown dolls:

Flatsy - brown pliable doll 5" (Ideal) 2A-0078	1.60 (Tax exempt)
Piccaninny - 10" Aboriginal doll (Metti) SP15	2.88 (Tax exempt)
Cindy Lou - 15" brown toddler (Metti)	4.00 (Tax exempt)
Sasha Black Baby (Trendon Ltd)	10.00 app.
Sasha Baby - brown hair/light brown skin (Trendon Ltd)	10.00 app.
Sasha Doll "Caleb" - black boy doll (Trendon Ltd)	13.50 app.

VISUAL

(a) Visual Discrimination

Items from:

Let's Start Reading - an Endeavour Book (Jacaranda Press Pty Ltd, 1968)	0.60
Learning to Think (see ORAL LANGUAGE (a))	-
Macdonald Zero Books by Peter Usborne (Macdonald Educational, 1972)	1.20 ea.
**Puzzles, pp.611, 288	
***Cottage Boards (E.J.A.) KN797, p.611	2.25
***Cottage Boards (K & K), p.611	1.39
***Hereward Observation Test Matching Cards Gd 1 Boxes A-D (Phil) S124-1, p.611	2.55 set
***Find a Pair (Galt), p.611 N1108 - puppy - house - dolls - man-in-the-moon	0.95
***Birds and Nest Spatial Matching Game (see SPATIAL (d)), p.611	
***Rabbits and Lettuce Spatial Matching Game (see SPATIAL (d)), p.611	
Discrim Picture and Shape Sorting Cards (see SPATIAL (d))	
Association Picture Cards 111 (see CLASSIFICATION)	
Colour Segment Dominoes (see SPATIAL (d))	
Vehicles (see CLASSIFICATION)	
Dominoes Double Six Set (see NUMBER (f))	
Picture Dominoes (Galt) L134	1.85
SNAP and Watch It (Piatnik) No.284	0.95
Snappy Lotto (E.J.A.) KG046	2.80

Snappy Snap Cards (E.J.A.) KG045	1.85
Picture and Picture Matching-Toys (E.J.A.) KG651	2.10
Educational Children's Picture Dominoes (K & K) No. 200	1.53
Memory (John Sands) No. 4664	2.00 app.
*Symmetry Puzzles, p.611 (see SPATIAL (d))	
Find It (Galt) L551	2.25
Alike and Unalike Strip Books (see SPATIAL (d))	

(b) Visual Discrepancy

Items from:

Let's Start Reading (see VISUAL (a))

Learning to Think Series (see ORAL LANGUAGE (a))

Macdonald Zero Books (see VISUAL (a))

Puzzle section of various children's magazines
(cut out, paste on card and place inside plastic folders)

(c) Visual Association, p.289

Puzzles

Motor Expressive Cards 1 (D.L.M.) No. P159	1.80
Motor Expressive Cards 2 (D.L.M.) No. P160	1.80
Mixies - Ed-U-Cards (John Sands)	0.45
Match Bits (Lincoln) No. 3404	1.18
Build-a-Shape Pelmanism Games - set of 4 (Phil) R244	3.90
Matching Pairs (Chad Valley) No. G277	1.50 app.
Picture Association Cards - Fold Outs (Child's World)	2.75 ea.
Guess whose feet What belongs where What goes with what	
Picture Matching Series (E.J.A.)	3.50 ea.
KG003 Which go together KG004 Who uses what	
What Goes With What (P. & M. Abbott)	1.55
Object Puzzle Dominoes (P. & M. Abbott)	1.55
Animal Puzzle Dominoes (P. & M. Abbott)	1.55
Circuit Boards (see MISCELLANEOUS)	

(d) Other Materials

Inset Jigsaw Puzzles:

Aboriginal Boy by J. Jokic	1.67
Aboriginal Girl by J. Jokic	1.67
Kangaroo and Joey by J. Jokic	3.15
Two Kookaburras by J. Jokic	3.15
Simplex Small Inset Puzzles (Didago)	12.50 for 20
	3.15 for 5

Simple Jigsaw (Kiddicraft): 2.50 ea.

Rooster/Ship/Tractor/Elephant	2.50 ea.
Kangaroo and Baby (E.J.A.) KG450002	2.99

Inset Puzzles:

Wooden Animal Inset Puzzle (Rigby Playcraft)	1.95
Inset picture trays (E.J.A.):	4.65 ea.
KN946003 Tommy the Tortoise	
KN946004 The Duck Family	

AUDITORY

(a) Auditory Game Material

Items from:

Let's Start Reading (see VISUAL (a))

We Discover Sounds and Letters (Random House, 1972) 2.50 app.

Learning to Think Series (see ORAL LANGUAGE (a))

(b) Puppets

self made from fabric (see MISCELLANEOUS)

made to order by Eileen Maclean (K & K Orana Toys) 2.25 app.

Medals - self made by lettering cardboard or metal discs

(c) Tapes and Records

Music for Dance Series A, Record 1 (Macdonald and Evans Educational Recordings Ltd) 1.95

The Sesame Street Book and Record (Children's Television Workshop, Columbia Records) SBR 235402 5.95

The Square Song - Sesame Street (W & G Records) WG.25/S/5509 2.98

Songs for Language Development Records 5 & 6 (P.B.)

Music for Movement Vol 2 by M. Champion Crespigny (Side 11 - Transport sound effects) (W & G Records WG-25/5128 2.98

Play Your Instruments and Make a Pretty Sound 5.84
Ella Jenkins (Folkways Records) FC 7665

Sounds I Can Hear - 4 records accompanying 16.50
picture cards and charts (Scott Foresman) 02765-66

Sounds Around Us (P.B.)

Record 6 *Sounds of Animals 1*
7 *Sounds of Animals 2/Sounds of Home*
8 *Sounds of Toys/Sounds of Ways to Travel*
9 *Sounds of People 1/Sounds of People 2*

Auditory Training Familiar Sounds (D.L.M.) No. T139 7.50

Arnhem Land Vol 1 (His Master's Voice, EMI Aust Ltd)
OALP 7504

Drums of Lockhart - Aboriginal Music Old and New Vol 2 4.10
(St James Church Council - R.C.A.)

Australian Children's Stories - Aboriginal legends 2.98
told by Clive Waters (W & G Records) GEM-65

Songs from Yarrabah Collected by Alice M. Moyle and 3.00
P.C. Griffin AIAS/7

Songs from North Queensland Compiled by Alice M. Moyle 3.00
AIAS/8

Traditional Music of Torres Strait Collected by 3.00
Jeremy Beckett, additional material from La Mont West
AIAS/11

The Land of the Morning Star - songs and music of 5.95
Arnhem Land (His Master's Voice, EMI Aust Ltd) OCLP
7610

Mornington Island Corroboree Songs (W & G Records
WG - B. 5007) - highly recommended for movement as
well as for listening 5.98

Further material of this nature is in preparation and
may be obtained from the Australian Institute of
Aboriginal Studies, Canberra, on request

APPENDIX C

RECOMMENDED BOOKS TO READ TO CHILDREN

Title	Page, Program Block and Type of Activity*	Cost**
		$
Aboriginal Legends from Eastern Australia	602; G - aud	0.85
About Our School	345; E - th	0.70
The Adventures of Three Colours	637; G - dis	4.25
The Alphabet Book	504; F - dis set	1.23
Animal Daddies and My Daddy	267; D - th	0.25
Animal Families 1, 2, 3	267; D - th	0.55
Animals	266; D - th	0.75
Animals We Know	266; D - lan; 577; G - lan; 579; G - lan	0.85 0.70
Anybody at Home?	344; E - lan	1.30
An Apple is Red	578; G - th	3.95
Are You My Mother?	267; D - th; 343, 344; E - lan 484; F - lan	1.50
Ask Mr Bear	577; G - lan; 578; G - lan	0.95
At the Zoo	638; G - dis	1.20
Australian Reptiles in Colour	268; D - th	3.50
Australia's Insect Life	268; D - th	1.60
Australia's Insects	268; D - th	4.50
Baby	179; C - th	0.50
The Baby Echidna	179; C - lan	0.30
Babar Loses His Crown	510; F - aud	1.50
The Bear Scouts	576; G - lan; 577; G - lan	1.50
The Bear's Holiday	343; E - lan; 577; G - lan	1.50
Bears in the Night	485; F - lan	1.50
Benny's Four Hats	484; F - lan	3.95

* Abbreviations:
aud = auditory dis = discovery lan = language
rh = rhyme th = theme wd bk = word book

** Approximate undiscounted retail price, 1972

Title	Page, Program Block and Type of Activity	Cost
The Best Nest	266; D - th	1.50
The Big Book of Wheels	485; F - th	1.15
Big Brother	111; B - lan; 179; C - th	0.50
The Big Happy ABC	284; D - aud	1.00
The Big Happy 1-2-3	299; D - dis	1.00
The Big Honey Hunt	343; E - lan	1.50
Big Sister	178; C - lan	0.50
The Bike Lesson	178; C - lan; 343; E - lan; 576; G - lan	1.50
Bill and his car	483; F - lan	0.25
The Bird	267; D - th	0.50
The Birth of Sunset's Kittens	267; D - th	3.00
Breakfast in Bed	41; A - lan	0.50
Breakfast on the Farm	41; A - lan	0.50
Brown Bear, Brown Bear, What Do You See?	299; D - dis	3.20
Buttons	73; A - dis	
Butterflies	579; G - th	1.20
Calico Pie	344; E - lan	2.50
The Carrot Seed	578; G - lan	0.40
The Cat in the Hat Beginner Book Dictionary	284; D - aud (wd bk)	2.95
Chicken Little	112; B - lan	1.00
Child's First Dictionary	284; D - aud (wd bk)	1.00
Choo Choo: The Story of a Little Engine Who Ran Away	510; F - aud	0.85
The Circle Sarah Drew	344; E - lan; 576; G - lan	2.35
City Song	636; G - dis	3.20
Colour	265; D - lan; 579; G - th	1.20
Colours	266; D - lan	3.95
Colours	504; F - dis (wd bk) (set)	1.23
Come and Count Book 1	538; F - dis	0.80
Come and Count Book 2	537; G - dis	0.80
Come On! Play Ball!	576; G - lan; 609; G - rh	1.50
Come Over to My House	609; G - rh	1.50

Title	Page, Program Block and Type of Activity	Cost
Community Friends	343; E - lan; 345; E - th	0.85 0.70
Count With Me	389; E - dis	2.00
The Country Cat	576, G - lan; 577; G - lan	0.50
Do you know about .. CLAWS?	267; D - th	1.15 1.00
Do you know about .. TAILS?	267; D - th	1.15 1.00
Do you know about .. WINGS?	267; D - th	1.00 1.15
Doctors and Nurses - What Do They Do?	345; E - th	2.50
The Dot	390; E - dis	2.80
A Dragon in a Wagon	515; F - rh	0.50
The Ear Book	42; A - th; 179; C - lan; 483; F - lan	1.50
The Egg	578; G - lan	1.35
The Egg and the Chicken	266; D - th	2.35
Eggs	267; D - th	1.00
Emily's Moo	576; G - lan	1.50
Everyday Things	539; F - dis; 609; G - rh	1.70
The Eye Book	42; A - th; 483; F - lan; 579; G - lan	1.50
Farm Animals	178; C - lan	0.50
Farmyard Friends	268; D - th	0.29
Fast Things and Slow Things	539; F - dis	1.75
Father	345; E - th	0.50
Father is Big	179; C - th	3.95
Find Out by Touching	110; B - lan	2.05
Fire! Fire! said Mrs McGuire	344; E - lan; 515; F - rh	3.20
The First ABC	515; F - rh	0.80
The First Counting Book	389; E - dis	0.80
A Fish Out of Water	73; A - dis; 298; D - dis; 576; G - lan	1.50
Five is 5	538; F - dis	2.25
Flap Your Wings	267; D - th; 577; G - lan	1.50
A Fly Went By	343-4; E - lan	1.50

Title	Page, Program Block and Type of Activity	Cost
Follow this Line	577; G - lan	2.20
Follow Your Nose	42; A - th	2.05
The Foot Book	483; F - lan; 539; F - dis	1.50
Four Fur Feet	604; G - aud	4.50
The Frog	577; G - lan	2.25 approx.
Furry Boy	483; F - lan	3.95
Girroo Gurrll	601; G - aud	1.85
Go Dog Go	42; A - lan; 73; A - dis; 343; E - lan; 285; D - aud	1.50
Going on Wheels	485; F - th	1.30
Going to School	41; A - lan; 110; B - lan	0.85 0.70
Going and Coming	485; F - th	0.85 0.70
Going Shopping	504; F - dis (wd bk)	0.35
Going Swimming	111; B - lan	0.50
Goldilocks and the Three Bears	42; A - lan; 178; C - lan; 179; C - lan	2.20
Grandmother and I	178; C - lan	4.80 approx.
The Great Big Enormous Turnip	578; G - lan	3.40
Green Eggs and Ham	343; E - lan; 579; G - lan	1.50
Green is for Growing	578; G - th	2.25
Grown Ups	41; A - lan; 345; E - th	0.50
The Guinea Pigs that went to School	267; D - th (set of 6)	12.99
Hand, Hand, Fingers, Thumb	45; A - lan; 287; D - rh	1.50
Harry the Dirty Dog	577; G - lan	0.60
The Hen	267; D - th	0.50
Hop Little Kangaroo	267; D - th	0.25
Hop on Pop	515; F - rh	1.50
How Big is a Baby?	267; D - th	0.19
How Do You Travel?	485; F - th	2.50
How Does It Feel?	111; B - lan; 266; D - lan	4.75

Title	Page, Program Block and Type of Activity	Cost
The How Many Book	389; E - dis	2.65
I am a Frog	41; A - lan; 267; D - th	0.75
I am a Giraffe	267; D - th	0.75
I am Happy	483; F - lan	3.00
I am Here	41; A - lan	0.85 0.70
I Can Do It	110; B - lan	0.85 0.70
I Keep Changing	636; G - dis	2.55
I Know an Old Lady	609; G - rh	0.75
I Made a Line	111; B - lan	0.85
I Want to Be a Mechanic	485; F - th	1.75
I Want to Be a Postman	483; F - lan; 483; F - th	1.75
I Want to Be an Architect	345; E - th	1.75
I Want to Be a Secretary	345; E - th	1.75
I Want to Read	373; E - rh	1.00
Identity	601; G - aud	0.30
If I Were a Driver	345; E - th; 485; F - th	3.15
In and Out	389; E - dis	2.90
In the Garden	504; F - dis (wd bk)	0.35
In the Jungle	637; G - dis	1.20
In, On, Under and Through	41; A - lan; 42, A - lan; 207; C - dis	0.19
In Our Class	111; B - lan; 179; C - lan	0.85 0.70
In Our School	265; D - lan; 345; E - th	0.85 0.70
In the Park	638; G - dis	1.20
In the Rain	504; F - dis (wd bk)	1.20
Indian Two Feet and His Horse	485; F - lan	0.60
Is This You?	343; E - lan	0.60
Jamie Visits the Nurse	345; E - th	4.05
Joe and the Nursery School	578; G - lan	2.25
Joe Moves House	578; G - lan	2.25
Just Follow Me	578; G - lan	1.45 0.65

Title	Page, Program Block and Type of Activity	Cost
Just Me	578; G - lan	0.50
Just Suppose	287; D - rh	0.60
Kangaroo Dance	577; G - lan	0.30
Kenny's Monkey	483; F - lan	0.50
King of the Mountain	577; G - lan	3.20
The Large and Growly Bear	265; D - lan	0.39
Learn About Vehicles	485; F - th	0.40
Legends of the Goundirs	601; G - aud	3.20
The Line Sophie Drew	179; C - lan; 344; E - lan; 576; G - lan	2.35
Listen!	578; G - th	3.95
The Listening Walk	42; A - th	2.05
Little, Big, Bigger	298; D - dis	4.75
Little Black Sambo	41; A - lan; 112; B - lan	2.05
The Little Fish That Got Away	577; G - lan	0.60
The Little Gingerbread Boy/ The Gingerbread Man	41; A - lan	1.75
The Little Kangaroo	266; D - th	0.40
The Little Red Engine	111; B - lan	0.85
The Little Red Engine Goes to Market	485; F - th	0.85
The Little Red Hen (Ladybird Books)	344; E - lan	0.50
Little Toot	510; F - aud	3.40
The Longest Journey in the World	577; G - lan; 592; G - dis	3.20
Looking for Shapes	538; F - dis	2.55
Make a Bigger Puddle Make a Smaller Worm	636; G - dis	2.60
The Man Who Didn't Wash His Dishes	484; F - lan	0.50
Mandy and her doll	483; F - lan	0.25
Me	42; A - th; 484; F - lan	3.60
Me	41; A - lan	0.50
Mike Mulligan and His Steam Shovel	510; F - aud	0.85

Title	Page, Program Block and Type of Activity	Cost
Monday, Monday I like Monday	636; G - dis	3.20
More Animal Families	267; D - th approx.	1.00
Mother	180; C - th	0.50
Mother Animals and Baby Animals	267; D - th (set)	1.23
Mouse Looks for a Friend	344; E - lan	1.10 0.80
Mouse Looks for a House	344; E - lan	1.10 0.80
The Mouse Who Learned to Read	112; B - th	1.95
Mr Brown Can Moo, Can You?	111; B - lan	1.50
Mrs Mopple's Washing Line	266; D - lan; 483; F - lan; 510; F - aud	0.60
My Book About Me	41; A - lan; 483; F - lan; 484; F - lan	2.50
My Box and String	576; G - lan; 609; G - rh	0.60
My Family and I	179; C - th	0.85 0.70
My Five Senses	110; B - lan	2.05
My Friend the Doctor	345; E - th	1.70
My Friend the Policeman	345; E - th	1.70
My Friends and I	41; A - lan; 111; B - lan	0.85 0.70
My Hands	483; F - lan; 538; F - dis	2.05
My Pictionary	325; E - dis (wd bk); 504; F - dis (wd bk)	1.38
My Tricycle and I	505; F - th	3.95
The Nicky Books	325; F - dis	-
Night	344; E - lan	1.20
The Nose Book	42; A - th; 515; F - rh	1.50
Not this Bear!	576; G - lan	0.60
Numbers	637; G - dis	3.40
Numbers	637; G - dis	1.10
Numbers of Things	637; G - dis	2.60
Old Hat, New Hat	298; D - dis	1.50

Title	Page, Program Block and Type of Activity	Cost
One Fish, Two Fish, Red Fish, Blue Fish	266; D - lan	1.50
One Happy Family	389; E - dis	1.95
One, Two	287; D - rh; 577; G - lan	0.50
One, Two, Three for Fun	266; D - lan; 389; E - dis	2.00
One Two Three Going to Sea	637; G - dis	0.50
Out and In	299; D - dis	0.50
The Owl and the Pussycat	343; E - lan	2.50
Paint	504; F - dis (wd bk)	1.20
Parts of the Body	504; F - dis (wd bk)	0.65
Patrick Will Grow (at present out of print)	179; C - th; 483; F - lan	1.00
The Pear Shaped Hill	287; D - rh	0.39
Picture Dictionary, Stage 1, J.I.L.A.P.	284; D - aud (wd bk) 534; F - dis	1.20
Pictures and Sounds a.b.c.	284; D - aud (wd bk)	1.20
The Pirates' Tale	577; G - lan	0.75
Planes	41; A - lan	0.50
Play School Red Book	538; F - dis	1.50
P.M. Listening Skill Builders	284; D - aud (wd bk)	0.20
Pockets	484; F - lan	0.19
The Pond	485; F - lan	0.50
Post	345; E - th	1.20
Presents	504; F - dis (wd bk)	1.20
Put Me in the Zoo	110; B - lan; 298; D - dis; 343; E - lan; 483; F - lan; 576; G - lan	1.50
The Rainbow	579; G - th	1.40
The Rain Puddle	344; E - lan	0.60
Read and Play	604; G - aud	0.70
The Red Balloon	504; F - dis (wd bk)	1.20
Rich Cat, Poor Cat	483; F - lan	0.65
Robert the Rose Horse	179; C - lan	1.50
Rooster Sets Out to See the World	637; G - dis	4.30

Title	Page, Program Block and Type of Activity	Cost
Rosie's Walk	179; C - lan; 207; C - dis	0.60
Round and Round and Square	637; G - dis	3.50
Round the House	179; C - lan	0.50
Round Things Everywhere	298; D - dis	4.05
The Sand Pail Book	539; F - dis	0.29
The Secret	343; E - lan	0.50
The Seed	578; G - th	0.70
6 is Six	637; G - dis	0.40
Sizes and Numbers	343; E - lan; 636; G - dis	1.25
Sounds Around the Clock	42; A - lan; 111; B - lan; 266; D - lan 345; E - th; 389; E - dis; 484; F - lan 179; C - lan	3.25
Sounds of Home	287; D - rh; 288; D - rh; 579; G - lan	2.25
Sounds of Laughter	180; C - th; 484; F - lan	3.45
Sounds of Numbers	42; A - lan; 111; B - lan; 299; D - dis 485; F - lan; 576; G - lan	3.05
The Square Ben Drew	179; C - lan; 344; E - lan;	2.35
Still Being Me	609; G - rh	approx. 3.00
Stradbroke Dreamtime	576; G - lan; 601; G - aud	3.95
A Tale of Tails	484; F - lan	1.00
Tales from Torres Strait	602; G - aud	1.50
Teeth	266; D - lan	1.20
The Telephone Book	579; G - lan	0.29
Tell Me a Story	576; G - lan	0.70
Telling Tails	110; B - lan; 267; D - th; 484; F - lan	4.00 appr.
Ten Apples Up on Top	42; A - lan; 110; B - lan; 298; D - dis 577; G - lan; 567; G - lan	1.50
Ten Little Squirrels	636; G - dis	3.20
That's What I'll Be	265; D - lan	set 6.10
That's What It Is	178; C - lan; 265; D - lan	3.75
That's Where You Live!	484; F - lan	0.19
Things I Like to Do	42; A - th; 345; E - th	4.50
Things to Touch	577; G - lan; 578; G - th	1.05

Title	Page, Program Block and Type of Activity	Cost
Things We Like to Do	373; E - rh	1.85
This ...	610; G - rh	3.98
This is the way I go Series: I run; I fly; I jump; I crawl; I swim; I climb	111; B - lan	set 2.50
Three Baby Chicks	267; D - th	3.95
The Three Billy Goats Gruff	112; B - lan; 344; E - lan	1.05
Three by Three	609; G - rh	3.50
Time for a Rhyme	287; D - rh	0.79
To the moon	610; G - rh	0.30
The Together Book	515; F - rh	0.25
Tom is Sick	111; B - lan	0.40
Too Many Names	112; B - th	0.19
Too Much Noise	578; G - lan	0.60
The Toolbox	345; E - th; 484; F - lan	2.95
Toys	343; E - lan	1.20
Traffic	178; C - lan	0.50
Two Hungry Mice	344; E - lan	1.10 80
Two New Babies (at present out of print)	484; F - lan	1.00
2000 Words	284; D - aud (wd bk)	1.40
The Up and Down Book	42;A - lan; 111; B - lan; 266; D - lan	.75
Up and Down the Escalator	538; F - dis	3.20
The Very Hungry Caterpillar	267; D - th	2.85
The Very Little Girl	42; A - th; 73; A - dis (paperback)	1.10
The Very Little Boy	42; A - th; 73; A - dis (paperback)	1.10
Wake Up Father	179; C - th	0.50
Watch Me Indoors	110; B - lan; 180; C - th	3.95
Watch Me Outdoors	578; G - th	3.95
Water	579; G - th	1.30
What can I do?	111; B - lan	0.25
What can jump?	111; B - lan	0.25
What Colour Is It?	266; D - lan	1.50 1.20

Title	Page, Program Block and Type of Activity	Cost
What Happens Next?	266; D - lan	2.90
What is big?	111; B - lan	0.25
What is little?	111; B - lan	0.25
What is that?	178; C - lan; 287; D - rh; 576; G - lan	0.39
What's Inside?	578; G - th	0.60 4.30
Where Did Everybody Go?	483; F - lan; 483; F - dis	1.95
Where Do You Live?	265; D - lan	0.39
Where is Home?	266; D - th; 485; F - lan	3.60
Where's My Baby?	266; D - lan; 484; F - lan	0.95
Where's Willie?	483; F - lan	0.39
Whistle for Willie	112; B - th; 179; C - lan	0.65
Whistle Mary Whistle	609; G - rh	3.20
Who Are We?	265; D - lan; 484; F - lan	1.20
Who Are You? (at present out of print)	42; A - th; 343;E - lan;	1.00
Who Took the Farmer's Hat?	344; E - lan; 483; F - lan	0.90
Whoa Joey!	484; F - lan	0.19
Whose Little Bird Am I?	343; E - lan	1.70
The Wonderful House	344; E - lan; 483; F - lan	0.39
ZoZo Rides a Bike	510; F - aud	2.80

APPENDIX D

RECOMMENDED READING BOOKS FOR CHILDREN

Title	Page, Program Block and Type of Activity	Cost
		$
The Alphabet Book	504; F - dis (wd bk)	set 1.23
The Alphabet Book	594;G	0.65
Animals at the Zoo	500; F	0.50
At School	362; E; 363; E	set 0.75
At the Zoo	596; G	set 1.20
At the Zoo	500; F	0.35
*Baby	498; F; 594; G	0.50
A ball book	501; F	0.35
Big and Little	595; G	0.25
big and little	280; D; 593; G	set 1.65
*Big Brother	279; D; 500; F	0.50
*The Big Happy ABC	284; D - aud (wd bk)	1.00
*Big Sister	279; D; 500; F	0.50
The Blue Book	594; G	0.25
A boy and a girl	593; G	0.25
The Brown Book	594; G	0.25
Busy	278; D	0.50
Can you see a flower?	593; G	0.10
Can You See A Pig?	593; G	0.10
*The Cat in the Hat Beginner Book Dictionary	284; D - aud (wd bk)	2.95
*Child's First Dictionary	284; D - aud (wd bk)	1.00
*Colours	504;F - dis (wd bk)	set 1.23
Cups and Saucers	594; 595; G	0.25
Dinner Time	498; F	set 0.75
Do You Know Word Books	499; F; 500; F; 593: G	set 2.60
Ducks	501; F	0.35
*Farm Animals	500; F	0.50
*Father	362; E	0.50

* occurs in both lists

Title	Page, Program Block and Type of Activity	Cost
Father Mouse	362; E	0.20
*Going Shopping	504; F - dis (wd bk)	0.35
*Grown Ups	278; D	0.50
Henry	596; G	0.30
here is the family series	362; E; 498; F; 499; F 501; F; 594; G	set 1.00
He's Hopping	279; D	0.10
A Home for a Mouse	594; G	0.70
Houses	595; G	0.35
I am Busy	278; D	set 2.20
I am in a tent	278; D; 499; F	0.25
I am a Mouse	278; D	0.20
I Can See A Boy	593; G	0.10
I see a giraffe	279; D; 501; F; 593; G	0.25
I'm dancing	278; D	0.10
I'm Drawing the Sun	279; D; 500; F	0.10
I'm Kimi. I'm A Boy	279; D; 362; E	0.10
*In the Garden	504;F - dis (wd bk)	0.35
In the Plane	501; F	0.22
*In the Rain	504,F - dis (wd bk)	1.20
Jugs	594;G	0.25
The Light Green Book	279;D; 501;F	0.25
Look At Mata. Can She Swim?	593;G	0.10
Look at me	279;D; 594; G	0.25
Look at This. This is a Pencil	280; D; 595; G	0.10
*Me	278; D; 500; F	0.50
*Mother	362; E	0.50
*Mother Animals and Baby Animals	267; D; 594; G	set 1.23
Mother Mouse	362; E	0.20
My Big and Little Book	595; G	set 5.00

* occurs in both lists

Title	Page, Program Block and Type of Activity	Cost
My Family	499;	0.50
My First Book	593; G	0.50
My Mouse Family	499; F; 594; G	0.20
*My Pictionary	325; E - dis (wd bk); 504; F - dis (wd bk)	1.38
my teacher	596; G	set 1.65
*The Nicky Books	325; F - dis	–
Now I Am Five	499; F; 594; G; 595; G	set 5.00 approx.
Oh Look at This!	279; D; 500; F	0.50
One, two	363; E; 595; G	0.35
*Paint	504; F - dis (wd bk)	1.20
*Parts of the Body	504; F - dis (wd bk)	0.65
People We Know	362; E; 500; F	0.50
Pets	499; F	0.50
*Picture Dictionary - Stage 1 J.I.L.A.P.	284; D - aud (wd bk)	1.20
*Pictures and Sounds abc	284; D - aud (wd bk)	1.20
The Pig Family	594; G	0.35
Pigs	501; F	0.35
Playing outside	593; G	set 2.60
*PM Listening Skill-builders	284; D - aud (wd bk)	0.20
*Presents	504; F - dis (wd bk)	1.20
*The Red Balloon	504; F - dis (wd bk)	1.20
The Red Book	500; F	0.25
The Road	501; F	set 0.75
*Round the House	500; F	0.50
Run Rabbit Run	596; G	0.24
Shoes	501; F	0.35
Simon's Day	278; D	0.35
things I can do	596; G	set 1.65
Things We Do at School	594; G	set 2.60

* occurs in both lists

Title	Page, Program Block and Type of Activity	Cost
This is a Big Box	280; D; 501; F	0.10
This is a Boy. That's a Girl	280; D; 595; G	0.10
This is the Door	280; D; 595; G	0.10
This is a horse	596; G	0.25
This is Manu. He's a boy. He's running.	279; D	0.10
*This is the way I go Series	279; D; 500; F; 593; G	set 2.50
Tim Pretends	498; F; 500; F	0.24
*Traffic	501; F	0.50
Trains	595; G	0.35
Travelling	362; E; 500; F	0.50
*2000 words	284; D - aud (wd bk)	1.40
Up and Down	499; F; 594; G	0.35
Visits	499; F; 500; F	0.50
We go to School	498; F; 594; G	set 2.60
What are we doing?	362; E	set 1.20
What are we making?	362; E	set 1.20
*What can I do?	279; D; 593; G	0.25
What can jump?	279; D; 498; F; 593; G	0.25
What I like - for boys	499; F; 593; G	0.25
*What is big?	362; E	0.25
*What is little?	362; E	0.25
Wheels	499; F; 595; G	0.35
Where are the children?	498; F; 596; G	set 0.75
Where are you going?	498; F	set 0.75
Where shall I hide?	596; G	0.25
Which are you?	278; D; 363; E	0.25
The White Book	500; F	0.25
Who are you at the zoo?	278; D; 501; F	set 0.75
The Yellow Book	595; G	0.25

* occurs in both lists

APPENDIX E

SELECTED REFERENCE BOOKS FOR TEACHERS

"Aborigines and Education" edited by S.S. Dunn & C.M. Tatz (Sun Books, 1969)	$3.75
"Beginnings" Nuffield Mathematics Project (W & R Chambers & John Murray, 1967)	$3.10
"Discovering the Physical World" by Alice Yardley "Young Children Learning" Series (Evans, 1970)	$3.15
"Exploration and Language" by Alice Yardley "Young Children Learning" Series (Evans, 1970)	$3.15
"Freedom to Learn: An Active Learning Approach to Mathematics" by Edith E. Biggs & James R. MacLean (Addison-Wesley (Canada) Ltd., 1969)	$6,90
"Mathematics for Younger Children" by Edith Biggs "British Primary Schools Today" Series (Macmillan Education, 1971)	$1.80
"Mathematics: the First Three Years" Nuffield/CEDO (W & R Chambers & John Murray, 1970)	$4.00
"Reaching Out" by Alice Yardley "Young Children Learning" Series (Evans, 1970)	$3.15
"Report on The National Workshop on Aboriginal Education: Priorities for Action and Research" edited by Betty H. Watts (Department of Education, University of Queensland, 1971)- available from Office of Aboriginal Affairs, Canberra	
"Special Schools Bulletin" - periodical (Aboriginal Education Branch of Welfare Division, Northern Territory Administration, Darwin)	
"Teacher" by Sylvia Ashton Warner (Penguin, 1966)	$1.00

APPENDIX F

INDEX OF FIRST LINES AND TITLES OF RHYMES

1.	All the feet	pp.512, 626
2.	The ants are walking under the ground	p.260
	Apple Picking No. 110	pp.370, 626
3.	Around and about	p.635
4.	Baby's ball is big and round	p.472
	The ball No. 4	p.472
5.	Ball, ball	p.371
6.	Bang goes the hammer	pp.127, 471
7.	A bear and a bunny	p.477
	Bees No. 80	pp.38, 571
8.	Big shirts and little shirts	pp.472, 626
9.	A bird has two legs	pp.296, 472, 626
10.	A blackbird with a yellow bill	p.573
11.	The black cat yawns	p.474
	Boys No. 232	p.259
12.	The boys and girls who stay at home	pp.109, 336, 470
13.	Boys' boots are big	p.259
	The Broken Chair No. 144	pp.286, 470
14.	The busy hens will cluck and lay	p.627
15.	Can anyone tell me, does anyone know	pp.37, 470
16.	Can a parrot	p.474
17.	Can you hop like a joey	p.574
	The Cat No. 11	p.474
	Cats No. 18	pp.261, 571
18.	Cats are climbing on the roof	pp.261, 571
19.	Chuff, chuff, chuff, chuff	pp.479, 604
20.	Chuff-chuff; Chuff-chuff	pp.479, 604
	Clay No. 152	p.634
21.	Click, clack, click, clack	p.478
22.	Climb in the Rocket	pp.259, 336, 471, 472
	Cluck! Cluck! No. 23	pp.263, 336, 471
23.	"Cluck! Cluck!" called the hen	pp.263, 336, 471
24.	Coconuts are tasty	p.260
25.	Come to the zoo, do do do	p.512

Corroboree No. 207 pp.338, 503
26. "Count up my eggs", said Mother Hen p.627
Counting Toes No. 181 pp.202, 626
27. Creep to the window p.477
28. Daddy's hat p.512
29. Daisy, daisy p.478
30. Diddle diddle dumpling, my son John p.473
31. Dig a little hole p.370
32. The dogs I know p.518
33. Drip, drip, drip came the raindrops p.476
34. The engine on the line pp.478, 604
35. Fanny's food is on her face pp.474, 604
36. Farmer Brown has one little dog p.628
37. Fee, fi, fo, fum! p.605
Figs No. 91 pp.573, 604
38. Fill the pipe p.606
39. Fill up the cup pp.477, 604
40. Five little possums pp.340, 626
41. Five ripe mangoes pp.140, 264, 626
Five Years Old No. 172 pp.572, 604
42. Flatfish are flat. p.605
43. Flatten that fly p.605
44. Flicker, flicker, flack pp.478, 604
45. Flowers are yellow p.472
46. Flutter, flutter p.607
47. Fly feathers fly p.605
48. Follow the leader, follow the leader p.605
Four and Five No. 216 pp.36, 604
49. Freddie Frog is funny and fat p.605
Funny Fish No. 42 p.605
The Funny Fly No. 68 p.477
50. Gallop pony gallop now pp.285, 369
51. Get one stone and drop it in p.628
52. Gilly Gull p.285
Girls No. 233 p.259

53.	Go and get some gum	p.285
54.	Go! Go! Go!	p.285
55.	Go wind, blow	pp.606, 571
	The Goods Train No. 20	pp.579, 604
56.	Googa Goanna goes to wait	p.285
57.	Great big bullfrog	pp.386, 626
58.	Grrm! Grrm! Grrm! Grrm!	pp.479-80
59.	Grubs in the grass	pp.285, 471
	Hairy Man No. 62	pp.339, 503
	The Hammer No. 6	pp.127, 471
60.	Hammers are tools	p.269
	Hands on Shoulders No. 61	p.474
61	Hands on shoulders, hands on knees	p.474
62.	He is creeping	pp.339, 503
63.	Here is the beehive. Where are the bees	pp.478, 508, 626
64.	Here is Daddy's razor	pp.174, 470
65.	Here is the emu straight and tall	pp.174, 471
	Henry's House No. 66	pp.64, 470, 471
66.	Here is Henry	pp.64, 470, 471
67.	Here is a puzzle	pp.337, 571
68.	"Ho!" buzzed the housefly	p.477
69.	Hop, hop, kangaroo	pp.107, 263, 369
70.	A house is on fire	pp.340, 471
71.	How many puffs	p.627
72.	Humpty Dumpty sat on a ball	p.511
73.	I am an aeroplane	pp.479, 503
74.	I am striding like a giant	pp.37, 336
75.	I beg your pardon, Mrs Bardon	pp.172, 336
76.	I can jump, jump, jump	pp.107, 336
77.	I can see a butcher	p.340
78.	I can't bite	p.572
79.	I don't know	pp.338, 571
80.	I don't like bees	pp.38, 571
81.	I had a mule	p.474
82.	I have a dog	p.475

83.	I have four legs	p.573
84.	I have a shirt	p.475
85.	I have ten little fingers	pp.202, 471, 626
86.	I haven't got a tail	p.476
87.	I hide my hands	pp.64, 470
88.	I jump up and down	pp.286, 470
89.	I kiss my Mummy very slow	p.472
90.	I like cake and I like candy	pp.38, 470
91.	I like figs	p.573, 604
92.	I like gumleaves	pp.263, 471
	I like Plums No. 93	pp.38, 369
93.	I like red plums	pp.38, 369
94.	I like to stay at home and put	pp.339, 471
95.	I like to watch the puffs of smoke	pp.38, 472
96.	I like water in a cup	p.574
97.	I ride on a horse	pp.479, 571
98.	I saw a slippery, slithery snake	pp.285, 336, 471, 571
99.	I sit on the ground	pp.38, 470
100.	I stir my pudding, stir it so	pp.194, 369, 460
101.	I take my scissors	p.475
102.	I think mice	p.261
103.	If you had some money	p.573
104.	I'm busy, busy, busy	p.340
105.	I'm a frog, I'm little	pp.37, 336
106.	I'm looking in the mirror	pp.37, 470
107.	I'm not frightened of pussy cats	p. 572
108.	I'm not very big	p.573
109.	I'm peeping through the railings	pp.337, 471, 503
110.	I'm picking apples from a tree	p.370
111.	I'm a policeman	pp.37, 336
112.	I'm round and I'm small	p.572
113.	In the morning	pp.372, 571
114.	In the tree	pp.107, 626
115.	Incey Wincey Spider	p.574
116.	Is that you	pp.338, 503
117.	It doesn't breathe	pp.36, 470

118.	It has two wheels and handlebars	p.475
119.	It rained on Anne	p.572
120.	It's funny how beetles	p.635
121.	It's made from flour, eggs and fat	p.473
122.	It's what I breathe to keep me alive	p.574
	Jack Sprat's Pig No. 132	p.572
123.	Jeremiah, blow the fire	pp.64, 369
124.	Jump with two feet	pp.202, 626
	Kangaroo No. 69	pp.263, 369
	Kangaroos No. 157	pp.139, 471, 626
125.	Kangaroos are tall and strong	p.261
	Ladder Climbing No. 223	pp.128, 471
	Let's Be Firemen No. 70	pp.340, 471
126.	Listen to the wind	p.508
127.	Little Arabella Miller	pp.65, 263, 336, 471
	Little Balls No. 128	p.260
128.	Little balls are bouncing	p.260
129.	The little boy wanted a friend	p.337
130.	A little boy went walking on a lovely summer's day	pp.175-6, 508
131.	The little chickens on the ground	p.477
132.	Little Jack Sprat	p.572
133.	A little rabbit on a hill	p.577
134.	Little red see-saw	p.338
135.	Little Tommy Tadpole	pp.474, 571
136.	Look at all the girls and boys	pp.338, 503
	Look at Me No. 88	pp.286, 470
	Lullaby No. 141	p.478
	Mangoes No. 41	pp.140, 264, 626
137.	Mary lost her coat	p.474
	Mice No. 102	p.261
138.	Mix a pancake	p.369
139.	Molly the cow said, "Moo! Moo! Moo!"	pp.340, 470
140.	Monkey, monkey is sitting on the rail	p.473
141.	The moon and the stars and the wind in the sky	p.478
142.	Mummy has scissors - snip, snip, snip	p.476
143.	My buttons are bright	p.262

144.	"My chair! My chair!"	pp.286, 470
	My Daddy No. 145	pp.172, 470
145.	My Daddy's tall	pp.172, 470
146.	My feet are still	p.261
	My Hands No. 87	pp.64, 470
117.	My little dog	p.573
148.	My motor is humming	pp.36, 470
	My Mother No. 196	pp.127, .471
149.	My mother said	pp.339, 571
	My Nose No. 117	pp.36, 460
150.	My skin is green	pp.260, 460
151.	Now I'm tall enough	p.477
152.	Oh, so many things to make	p.634
153.	Old King Cole	p.510
154.	Once I saw a little bird	p.473
155.	One and one are two	pp.262, 626
156.	One is one	pp.296, 586
157.	One little Joey	pp.139, 471, 626
158.	One mother hen is scratching all about	pp.202, 626
159.	One potato, two potatoes	pp.385, 626
160.	One puppy, two puppies	p.628
161.	One red engine is puffing down the track	p.627
162.	One to get ready	p.296
	One, Two, Me and You No. 156	pp.296, 586, 626
163.	1, 2, a pair for you	p.626
164.	One, two, three	pp.371, 571, 626
165.	One, two, three, four, five	p.627
	Opposites No. 201	p.573
166.	Pad - Pad - Paddipaws is my cat	p.370
	Paints No. 244	pp.291, 369
167.	Parrots play as they fly past	p.369
168.	Peter likes porridge	p.370
169.	Piggy on the railway	pp.339, 369, 470, 571
170.	Pitter patter	p.369
171.	Play on the seashore	p.509
172.	Please, everybody, look at me	pp.572, 604

The Pocket No. 217 pp.339, 471, 508

The Policeman No. 111 pp.37, 336

173. Poor little puppy! pp.369, 471

174. Pretty Polly Parrot p.369

175. Puff, puff p.605

176. Pull, pull, see me pull p.574

177. Put the popcorn in the pan pp.369, 471

178. Put your finger in Foxy's hole pp.339, 369, 470, 503, 571

179. Rain on the roof-top pp.128, 470

180. Rat-a-tat-tat pp.127, 470

Roll Over No. 203 pp.386, 471, 571, 626

181. Rosalie Rose pp.202, 626

182. Rose, Rose pp.476, 626

183. Run to the gate p.476

184. Scratch, scratch goes Tommy the cat pp.127, 471

185. The seagull curves his wing pp.337, 471

186. See the baby's cradle p.472

187. Sh! ... Listen! ... pp.261, 369

188. Shoes have tongues pp.475, 571

189. Show me 10 little children standing up straight p.627

190. Sidney sings a song at supper pp.64, 471

Simon Snail No. 191 pp.64, 471

191. Simon Snail goes walking pp.64, 471

Singing Songs No. 190 pp.64, 471

Six Little Ducks No. 192 pp.65, 336

192. Six little ducks went out one day pp.65, 336

193. Six ripe plums pp.262, 369, 626

194. Slowly, slowly, slowly p.477

The Snake No. 195 p.574

195. A snake slipped through the thin, green grass p.574

Soap Bubbles No. 38 p.606

196. Sometimes, she's looking after Baby pp.172, 471

197. Stamp, stamp, heavy and slow p.261

198. Stanley wants to post a letter pp.477, 571

Stars No. 221 p.371

199.	Stir the soup in the pot	pp.64, 369
	Stirring No. 199	pp.64, 369
200.	Sun and rain	pp.574, 597
	Sun on the Clover No. 205	p.477
	A Tail No. 86	p.476
201.	That's not hard, it is (soft)	p.573
202.	There are 10 big buns in the baker's shop	p.629
203.	There were ten in the bed	pp.386, 471, 571, 626
204.	There's a humming in the sky	p.478
205.	There's sun on the clover.	p.477
206.	These two rabbits	p.476
207.	They are dancing	pp.338, 503
208.	This bull is big. His eyes are round	p.572
209.	This is Fred	pp.108, 263, 336
210.	This is my saucer	pp.173, 470
211.	This is the ship	pp.173, 472
212.	This is the sun	pp.173, 472
213.	This is what I did today	p.574
214.	This little pig went to market	p.509
215.	Timothy Tim	pp.476, 626
216.	Today I'm four	pp.36, 604
217.	Today when I	pp.339, 471, 508
	Tommy the Cat No. 184	pp.127, 471
218.	Tooli looked at the moon	p.574
	Tottie Turtle No. 258	pp.194, 470, 471
	The Train No. 219	pp.127, 369, 472
219.	The train is going up the track	pp.127, 369, 472
	Trees in the Wind No. 253	pp.64, 471, 508
220.	Turn the tap	pp.194, 369
221.	Twinkle stars in the sky	p.371
222.	Twinkle, twinkle, little star	pp.337, 508
223.	Two busy feet	pp.128, 471
224.	2, 4, 6, 8	p.627
225.	Two, four, six, eight	pp.512, 626
226.	Two little ducklings	p.628
227.	Under and up	p.635

	Up In The Air No. 262	p.478
228.	Up in Danny's mango tree	pp.473, 626
229.	Walking through the jungle	p.509
	Watching No. 95	pp.38, 472
230.	Water in bottles	p.532
231.	Way down South where bananas grow	pp.472, 508
232.	We are boys	p.259
233.	We are girls	p.259
234.	We are cutting with our scissors	pp.259, 369, 571
235.	We are men	p.259
236.	We are possums	pp.259, 369
237.	Wee Willie Winkie	p.510
238.	We're inside the rocket	p.626
	What am I? No. 83	p.573
239.	What do you suppose	pp.286, 336, 470, 508
	What Will They Be? No. 242	pp.262, 336
240.	What will Willy Wombat wear	p.509
241.	What's become of John boy	pp.175, 471, 571
242.	When Craig grows up	pp.262, 336
243.	When I clean my windows	p.509
244.	When I put yellow	pp.291, 369
245.	When you are walking by yourself	p.337
246.	Where are you going	pp.128, 471
247.	Where is Tottie	p.338
	Who am I? No. 74	pp.37, 336
248.	Who can stretch the highest	p.635
249.	Who took the glue from Phillip's table	p.472
250.	Who's that knocking	pp.128, 336, 471, 626
	Willy No. 252	pp.508, 571
251.	Willy Wally Wombat	p.509
252.	Willy will not wait for me	pp.508, 571
253.	The wind blows high	pp.64, 471, 508
	Windows No. 243	p.509
254.	Windy weather and whistling wind	p.508
	Winter No. 126	p.508
255.	Workman, Workman	p.341

256. Wouldn't it be funny pp.339, 508
257. You are so fast pp.336-7, 472, 503
258. You can't touch Tottie's tummy pp.194, 470, 471
You Do It Too No. 76 pp.107, 336
259. A young man who owned a balloon p.476
260. Zero zero fat and round. p.296
261. Zoom! Zoom! p.479
262. Zooming across the sky p.478

APPENDIX G

INDEX OF GAMES

Title	Page, Program Block and Type of Activity
"Are You the Leader?"	333-4; E - lan
"Build this Picture"	506; F - aud; 367; E - aud
Choose the Right Picture	568-9; G - lan; 518; F - dis; 463-4: F - lan
"Choose the Right Word"	537; F - dis
Circling	611; G - vis; 374; E - vis; 353; E - rdg
"Colour of the Day"	562; G - lan
Completing Rhymes	607; G - aud; 512-3; F- aud; 372; E - aud; 286-7 D - aud
"Construction"	612; G - vis; 565; G - lan; 532; F - dis; 518; F - dis; 462; F - lan; 389; E - dis; 373-4; E - vis
Day of the Week	562; G - lan
Definitions	514; F - aud; 388; E - dis; 358; E - rdg; 334-5; E - lan
Descriptions	565; G - lan; 514; F - aud; 461; F - lan; 388; E - dis; 358; E - rdg; 334; E - lan
Detective Game	329-30; E - lan; 277; D - rdg; 270; D - rdg; 269; D - lan; 256; D - lan
Dice Games	625; G - dis; 525; F - dis
Discrepancy	568; G - lan; 462; F - lan; 335; E - lan
"Do They Rhyme?"	515; F - rh; 373; E - rh; 287; D - rh
Drama	469; F - lan; 269; D - lan; 257; D - lan
"Drawing Straws"	465; F - lan
"Feel It"	565; G - lan; 388; E - dis; 333; E - lan
Here's Henry/Tottie ... etc.	491; F - rdg; 461; F - lan
"Hidden Pictures"	611; G - vis; 568; G - lan; 374; E - vis
"Hold It Up"	570; G - lan
"I Spy"	600-1; G - aud; 565; G - lan; 506; F - aud; 367; E - aud; 328; E - lan; 282; D - aud; 258; D - lan
"I'm Thinking"	465-6; F - lan
Imitating Sounds	601; G - aud; 366; E - aud; 281; D - aud

Title	Page, Program Block and Type of Activity
Introductions	258; D - lan
Inventing Rhymes	607; G - aud; 512; F - aud; 286-7; D - aud
"Is It Like This?"	514; F - aud; 334; E - lan
"Is This It?"	565; G - lan; 389; E - dis; 388; E - dis; 332-3; E - lan
"Kim's Game"	612; G - vis; 374; E - vis
"Listen and Think"	469; F - lan
Locating nominated words	353; E - rdg
Magic Words	586; G - rdg
"Matching"	374; E - vis; 351-2; E - rdg; 271-2; D - lan
"Medals"	507-8· F - aud
Mime	564; G - lan 335; E - lan; 271; D - rdg; 256; D - lan
Missing Words	605; G - aud; 567-8; G - lan; 502; F - rdg; 389; E - dis; 468; F - lan; 329; E - lan; 258; D - lan
"Mistakes"	606; G - aud; 568; G - lan; 528; F - dis 511; F - aud
"Mummy Went to the Store"	462; F - lan; 258; D - lan
Musical Numbers	625; G - dis
"Naming"	611; G - vis; 352-3; E - rdg
"Newspaper Game"	585; G - rdg
Nominating Rhyming Words	608-9; G - aud; 373; E - aud; 287; D - aud
"Noughts and Crosses"	626; G - dis
"Number of the Day"	522; F - dis; 462; F - lan; 382; E - dis
"Odd Socks"	526; F - dis
"Opposites"	562; G - lan
"Pairs"	611; G - vis; 352; E - rdg
Parts	289; D - vis
"Phonic Circling"	506; F - aud; 462; F - lan; 368; E - aud
Phonic Memory Game	506; F - aud; 367; E - aud
"Picking"	374; E - vis; 351; E - rdg
Picture Elimination Game	566; G - lan; 564; G - lan; 465; F - lan

Title	Page, Program Block and Type of Activity
"Pigs Fly"	565; G - lan; 462; F - th
Plurals Activity	462; F - lan
"Pointing"	505; F - aud; 366; E - aud; 282; D - aud
Question-and-Answer Games	565; G - lan; 467; F - lan; 388-9; E - dis; 346; E - lan; 330-1; E - lan
"Reconstruction"	612; G - dis
Rhyming Game	607-8; G - aud
Rhyming Pairs	372; E - aud
Rhyming Questions	607; G - aud
"Rubbing Out"	351; E - rdg; 374; E - vis
"Same or Different?" (visual)	611; G - vis; 374; E - vis; 327; E - lan; 288; D - vis
"Same or Different?" (auditory)	505; F - aud; 366; E - aud; 327; E - lan; 288; D - vis
Secret Messages	456; F - lan; 325; E - rdg; 272; D - rdg
"Secret Pictures"	591-2; G - rdg
"Sequences"	580; G - lan; 566; G - lan
Signposts	466; F - lan
Similarities and Differences	611; G - vis; 565; G - lan; 532; F - dis; 518; F - dis; 491; F - rdg; 462; F - lan 388-9; E - dis; 328; E - lan
"Smell It"	333; E - lan
Sound identification game	282; D - aud
"Sounds and Shapes"	600; G - aud
Supplying Rhyming Words	608-9; G - aud; 513; F - aud
"Susie Seasnake likes ..." (Pippo Possum/Googa Goanna/ Willy Wombat/Foofle)	283; D - aud
Tachistoscopic Program	610; G - vis; 515; F - vis; 389; E - dis; 373; E - vis; 288; D - vis
Telephone Conversations	327; E - lan; 257; D - lan
Television	257; D - lan
"Tell Me" Time	588; G - rdg; 569-70; G - lan; 537-8; F - dis; 528; F - dis; 492; F - rdg; 462; F - lan

Title	Page, Program Block and Type of Activity
"Think of a word"	537-8; F - dis
Tongue Twisters	583; G - aud
Tracks	374; E - vis; 288-9; D - vis
Weather	562; G - lan
"What am I doing?" Mime Game	327; E - lan
What are They?	566-7; G - lan; 464-5; F - lan; 388; E - dis; 331; E - lan; 329; E - lan
"What am I?"	589; G - rdg
"What is it?"	589; G - rdg; 566-7; G - lan; 565; G - lan
"What is he saying?"	461; F - lan
"What was Silly?"	606; G - aud
What Goes in Both Rows?	631; G - dis
"What's Different?"	568; G - lan
"What's Henry/She/He Going to Do?"	271; D - rdg; 272; D - rdg; 257; D - lan
"What's in My Hand/Her Pocket?"	565; G - lan; 461; F - lan; 388-9; E - dis; 358; E - rdg; 331-2; E -lan
"What's My Number?"	565; G - lan; 461; F - lan; 332; E - lan
"What's She Going to Do?"	271-2; D - rdg; 257; D - lan
"Where is Henry Hiding?"	564; G - lan; 327; E - lan
Which One is Different?	568; G - lan; 374; E - vis
"Which One is Right?"	606; G - aud; 568; G - lan; 511; F - aud; 370-1; E - aud
"Which One Went Away?"	352; E - rdg
"Which Sound Does Not Belong?"	505; F - aud; 388; E - dis; 365; E - aud; 281; D - aud
"Which Two are the Same?"	611; G - vis; 568; G - lan; 374; E - vis
"Which Word"	602; G - aud
"Which Word Does Not Belong?"	505; F - aud; 366; E - aud; 282; D - aud
"Which Word Does Not Rhyme?"	373; E - rh; 287; D - rh
"Who am I?" - Voice Identification Game	333; E - lan
"Who am I?", "What am I?"	589; G - rdg; 566-7; G - lan; 564; G - lan; 464-5; F - lan; 327; E - lan

Title	Page, Program Block and Type of Activity
"Who is he?" "Who is she?"	565; G - lan; 328; E - lan
"Who Said It?"	328; E - lan
"Whose Tracks are These?"	289; D - vis
"Word Check"	353; E - rdg
"Word Time"	504; F - rdg
"Word Lotto"	611; G - vis; 351; E - rdg
"Yes or No"	581; G - rdg; 565; G - lan 501-2; F - rdg; 466-7; F - lan

ACKNOWLEDGEMENTS

As well as the original rhymes presented in this program, other rhymes, some in adapted form, have been used.

Every reasonable precaution has been taken to trace the owners of copyrighted material and to make due acknowledgement. Any omissions will be gladly rectified in future publications.

Known sources of the rhymes indicated by the numbers shown in Appendix F (pp.677-86) are gratefully acknowledged as follows:

ABC rhymes by Katherine Blowen (Dominie, 1967) - Rhymes Nos. 27, 187.

Action Poems and Plays for Active Little People by Katherine Blowen (Dominie, 1969) - Rhymes Nos. 69, 221.

All Around You compiled by T.H. Parker (Blackie, 1970) - Rhyme No. 102.

A Beginning Book of Poems selected by Marjory Lawrence (Addison Wesley, 1967) - Rhymes Nos. 152, 200, 244.

Father Gander compiled by Charlotte Huck (Scott Foresman, 1971) - Rhyme No. 188

Favourite Poems to Read Aloud selected by Dr. M.B. Parke *et al* (Wonder Books, 1958) - Rhyme No. 155

Finger Play for Nursery Schools by Hilda I. Rostron (Pitman, 1954) - Rhymes Nos. 6, 29, 100, 109, 110, 184, 186, 191, 210, 211, 223, 243, 253.

Finger Plays by Adelaide Hall (Golden Press, 1964) - Rhymes Nos. 61, 63, 111.

Finger Plays and Action Jingles compiled by Senior Kindergarten Students - Supplement to *N.Z. Speech Therapists Journal*, May 1956 (Speech Clinic, Christchurch) - Rhymes Nos. 63, 130, 192, 219, 250.

Finger Plays and Action Rhymes by Yvonne Winer (Angus and Robertson, 1970) - Rhymes Nos. 57, 87, 99, 101, 128, 206, 212.

In The Middle Of The Trees by Karla Kuskin (Harper and Row, 1958) - Rhyme No. 195.

Junior Verse in Action - Book 1 by C.V. Burgess (University of London Press, 1964) - Rhyme No. 138.

Keep a Poem in Your Pocket compiled by Charlotte S. Huck *et al* (Scott Foresman, 1971) - Rhymes Nos. 55, 76, 149.

Mime and Rhyme by Frances Wilkins (Blackie, 1962) - Rhymes Nos. 166, 248.

More Good Speech by Margaret Clarke (Oldham's Press, 1961) - Rhyme No. 144

My Poetry Book edited by June Pierce (Wonder Books, 1954) - Rhymes Nos. 171, 172.

Nicky and the Duck by Mavis Hampson (Sounds and Rhythm 1, Ginn, 1969) - Rhymes Nos. 4, 13, 35, 86, 90, 91, 216, 220.

Now We Are Six by A.A. Milne (Methuen, 1927) - Rhymes Nos. 215, 241.

Number Rhymes and Finger Plays by E.R. Boyce and K. Bartlett (Pitman, 1941) - Rhymes Nos. 40, 65, 85, 162, 178, 131, 133.

The Ombley-Gombley by Peter Wesley-Smith (Angus and Robertson, 1969) - Rhyme No. 259.

People in the Neighbourhood by Jane Bells Moncure (The Child's World, 1969) - Rhyme No. 70.

Poems and Rhymes, Vol 1 Childcraft (Field Enterprises Educational Corporation, 1971) - Rhymes Nos. 10, 30, 32, 81, 151, 185, 208, 222.

Poetry is all around by Phyllis Flowerdew (Oliver and Boyd, 1967) - Rhyme No. 42.

A Rocket In My Pocket compiled by Carl Withers (Bodley Head, 1969) - Rhymes Nos. 137, 140, 164, 225, 231.

The Secret Place and Other Poems by Dorothy Aldis (Scholastic Magazines, 1962) - Rhymes Nos. 117, 245.

Silly Verse For Kids by Spike Milligan (Dennis Dobson, 1959) - Rhymes Nos. 16, 107.

Sixes compiled by Marjorie Stephenson (Frederick Warne, 1968) - Rhyme No. 11.

A Snail With a Cold by Maris Hampson (Sounds and Rhythm 3, Ginn, 1969) - Rhymes Nos. 84, 198.

Sounds Around the Clock selected by Bill Martin Jr. (Holt, Rinehart and Winston, 1966) - Rhyme No. 205.

Sounds of Numbers selected by Bill Martin Jr. (Holt, Rinehart and Winston, 1966) - Rhyme No. 82.

Speak Clearly by Katherine Blowen (Dominie, 1967) - Rhymes Nos. 25, 254.

Speech Rhymes - Introductory Book - edited by Clive Sansom (A. & C. Black) - Rhymes Nos. 50, 123, 132, 148, 170, 180, 199, 230.

Speech Training Rhymes and Jingles Part 1 - Supplement to *N.Z. Speech Therapists Journal* 1959 (Speech Clinic, Christchurch) - Rhymes Nos. 21, 33, 34, 39, 93, 126, 143, 168, 174, 175, 194.

This Little Puffin compiled by Elizabeth Matterson (Penguin Books, 1969) - Rhymes Nos. 98, 127, 169, 214, 239.

Time For Poetry compiled by May Hill Arbuthnot (Scott, Foresman, 1959) - Rhyme No. 246.

The Treasure Ship by Mavis Hampson (Sounds and Rhythm 2, Ginn, 1969) - Rhymes Nos. 190, 252.

V Is for Verses by Odille Ousley (Ginn, 1964) - Rhymes Nos. 5, 7, 68, 97, 119, 134, 256, 261, 262.

We Play and Grow - Book 2 - *Rhymes For Me To Speak* by Maisie Cobby (Pitman) - Rhymes Nos. 36, 115, 154, 229.

We Play and Grow - Book 3 - *Rhymes For Me To Speak* by Maisie Cobby (Pitman) - Rhyme No. 77.

We Play and Grow - Book 4 - *Rhymes For Me To Speak* by Maisie Cobby (Pitman) - Rhyme No. 160.

The Young Puffin Book of Verse compiled by Barbara Ireson (Penguin Books, 1970) - Rhyme No. 120.

The Zoo that Grew by Ilo Orleans (Henry Z. Walch) - Rhyme No. 217.